



FACULTY OF CREATIVE AND CRITICAL STUDIES  
DEPARTMENT OF CRITICAL STUDIES

2020 Winter Term I  
*Cultural Studies Practices (3 credits)*  
*CULT 101-002 and CULT 101-002*



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**Lectures for CULT 101:001:** Monday 4 to 5:30 p.m. + Thursday 3:30 to 5 p.m.

**Lectures for CULT 101:002:** Friday 2:30 to 4 p.m. + Wednesday 1 to 2:30 p.m.

**Instructor: Dr. Dan Keyes** (Faculty of Creative and Critical Studies) (him, he)

**Graduate Teaching Assistant:** Janna Wale

**Office Hours:** Book a meeting via e-mail for a Zoom appointments with me from 1– 2 p.m.

Monday and 11 a.m.-noon Friday or other mutually convenient times. Prepare for the meeting with a list of questions.

**Email:** I can be contacted via Canvas's e-mail or [daniel.keyes@ubc.ca](mailto:daniel.keyes@ubc.ca). Include course # and section # in your subject line. Email inquiries may be addressed in 48 hours.

**Academic Calendar Entry**

This course addresses key concepts and methods across the history of cultural studies including analysis of consumer society, identity, space, and memory.

**Course Format:** Most of the scheduled class time will be spent in a real-time, online virtual classroom, with the instructor and registered students in attendance; these class hours may be devoted to lecture, discussion, group work, group meetings, or other live virtual learning activities. For students in far flung time zones, I will create learning groups so those students can watch a recording of the live class. I trust all other students within 3 hours of either side of Kelowna's time zone can attend and learn in the live online class environment.

I will make available lecture notes and recordings of the classes available so students can review them. Online teaching and learning can be a challenge. We will aim to address communications gaps whether they are technological or cultural. Students will need a computer with stable Internet access, microphone and camera.

The virtual classroom can be a busy place particularly if you have other apps open or are working in a space with other folks. Please try to find a quiet place with few distractions so you can focus and fully participate. I will structure classes in ways that expect your participation by running polls and asking questions about the material we are covering with the hope you can jump into the conversation without us tripping over each other.

When you enter the classroom, make sure your microphone and camera are off. When you have a comment or question for everyone, type it in the chat window or raise your hand and turn on your microphone and camera.

Part of the purpose of this class is to develop your own voice using the tools cultural theories provide to examine your lifeworld. It will be important to use and develop that voice in flexible and thoughtful ways. Active listening is key. We will work to create an environment that is



challenging, comfortable, responsive and inclusive. If we succeed, everyone will change their minds, disagree with their fellow students and me in respectful and productive ways, defending their positions, and taking many chances over the course of the semester.

### Course Overview, Content and Objectives

This particular version of the course will explore how cultural analysis can help make sense of life during a global pandemic with a particular focus on the concepts of identities and power. The course will address along with key concept and methods in Cultural Studies.

### Learning Outcomes

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

- explain an introductory understanding of key ideas, debates, and theories in cultural studies
- identify and understand the socio cultural historical construction of difference
- demonstrate empathy, self-reflection, and the critical thinking skills needed to engage in meaningful dialogue across social differences;
- identify and understand the complexity and power relations of contemporary culture
- apply cultural studies theories to lived cultural experiences in a self-reflexive manner that account for their own subject position
- evaluate the roles of cultural theory in contemporary societies
- write analytical prose in a clear compelling style using the Chicago author-date system to document leveraging of ideas that avoid plagiarism.

**Additional Course Requirements:** No pre-requisite for this course.

### Evaluation Criteria and Grading

For the university's grading policy see

<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,41,90,1014>

| Percentage |    |   |
|------------|----|---|
| 90–100     | A+ | <b>Exceptional:</b> exceptional work in originality and organization; e.g. written work that is publishable in a peer reviewed (undergraduate) journal.                                       |
| 85–89      | A  | <b>Excellent:</b> strong evidence of original and critical thinking; good organization; capacity to analyze and synthesize; evidence of extensive knowledge base.                             |
| 80–84      | A- |   |
| 76–79      | B+ | <b>Competent:</b> some evidence of critical capacity and analytic ability; clear evidence of familiarity with the literature; demonstration of diligence and effort above basic requirements. |
| 72–75      | B  |   |
| 68–71      | B- | <b>Adequate:</b> meeting the basic requirement but uninspired work; demonstration of a decent level of diligence yet limited performance.   |
| 64–67      | C+ |   |
| 60–63      | C  | <b>Inadequate:</b> lack of evidence of understanding the course materials; lack of readiness to meet course requirements.   |
| 55–59      | C- |   |
| 50–54      | D  | <b>Poor:</b> inconsistently meeting the basic requirement; overall lack of academic ability, integrity, and persistence.  |
| 0–49       | F  | <b>FAIL</b>   |



### Required reading

This course draws from many online readings but uses chapters from Nealon and Giroux's [The Theory Toolbox](#) to structure its introduction to cultural theory. The electronic version of this text is available through the library. You do not need to buy a paper copy of this text or any other texts in the course. The library provides e-copies of all readings.

**NOTE:** See the [Course Schedule](#) below for additionally required and recommended materials.

### Recommended Readings

Most of the readings for this course are short excerpts from books and journal articles that are signaled below. Supplementary texts are available in online book form if you wish to go beyond the readings.

- Linker, Maureen. 2015. [Intellectual Empathy: Critical Thinking for Social Justice](#). Ann Arbor: Michigan University Press. [Note: the library's license with the publisher permits one user at a time]
- Barker, Martin, and Anne Beezer. 1992. [Reading into Cultural Studies](#). London: Routledge.
- Durham, Meenakshi Gigi, and Douglas Kellner. 2006. [Media and Cultural Studies: Keywords](#). Oxford: Blackwell.

### Documentary Film

Over the term, we will look at a wide range of clips. As a starting point, I include this feature length documentary on one of the key founders of Cultural Studies Stuart Hall

Akomfrah, John. 2014. *The Stuart Hall Project* / British Film Institute presents; in association with BBC Archives, Arts Council England, Creation Rebel Films, Smoking Dogs Films ; The Open University, BBC Television, Time/Image; a Smoking Dogs Films production ;

### Grade Distribution

Your final grade will be based upon your performance in the following activities.

| Item                                    | Type of activity   | %  | Date   | NOTE   |
|---|--|----|--|--|
| Mid Term                                | In Class Exam  | 20 | Tentatively Week 6<br>October 12-16                  | Short essays   |
| Discussion Post:<br>Auto-ethnography I  | Post short essays<br>relating to concept in<br>the assigned reading<br>and some discreet<br>cultural phenomenon<br>you observe | 20 | Submit according to<br>first letter of last<br>name. | Reflective work.   |
| Discussion Post:<br>Auto-ethnography II |  | 25 |  |  |
| Final Exam                              | Exam<br>(Essays: 2 hrs)  | 30 | Exam Period  | Short essays<br>The date will be determined<br>by the University. Given the<br>online nature of the course I<br>will strive to accommodate<br>students writing in different<br>time zones and will<br>disabilities |



|                 |  |   |                       |   |
|-----------------|--|---|-----------------------|---|
| Participation * | Online library quiz on documentation and Chicago Author-date system.<br>In Class Discussions<br>In Class Activities<br>In Class Group Writing. For students in distant time zones, | 5 | Throughout the course | Based on the survey I conducted two weeks before the class started, I have generated groups they can use to work together on group work looking at the recording of the live lecture. |
|-----------------|--|---|-----------------------|---|

Remember not to let grades deter you from taking intellectual risks and to learn just for the fun of learning. Grades are not a punishment or a reward for a certain behavior but an honest assessment of your academic performance at this moment in time.

Over the term, students will be encouraged to take intellectual risks in online small group discussions and low risk group writing projects that will be structured around a reading. With these projects, I expect students to have read the assigned reading and/or assignment that provides the launching pad for the group discussion and writing. When you read the articles and assignment, make a list of questions; come prepared to contribute and listen to each other. The type of low risk group writing that I want you to produce should provide a record of the ideas bandied about by the group and not just the thoughts of the person who does the recording. I expect that each group member over the term will take turns operating as recorder, editor, summarizer, clarifier, fact checker, and devil’s advocate who challenges the tendency to “group” think. I have also created an end of term assessment of group assignments that I may use to weight the group writing efforts.

In terms of group work, if you find yourself in a group where you are doing all the work and minimal to no effort is being exerted by other group members, let me know and a remedy will be offered. Many of these low stakes group activities will form the basis for the midterm and final exam, so your efforts are not in vain.

\* **Participation (5%)** will be evaluated by quality and quantity.

- e.g., if you do not attend class regularly, your participation mark may be lower than 50% (2.5 points or lower out of 5)
- e.g., if you attend most classes yet do not participate in classroom discussions and activities, your participation mark may be lower than 50% (2.5 points or lower out of 5)

|                        | Classroom discussion ( <b>Oral</b> )  | Classroom assignments ( <b>Written</b> )   | Attendance   | Academic misconduct   |
|------------------------|---|--|--|---|
| Participation Criteria | Initiate and maintain classroom interaction with others<br><br>If you do not participate in classroom | Evidence of a grasp of course materials (i.e., reading prior to class and attention to lectures) | Please note that attendance alone does not guarantee any participation mark; the evidence of consistent learning and participation matter. | If academic misconducts in classroom are observed more than twice throughout the course (e.g. use of smartphones, |



|                             |  |  |  |  |
|-----------------------------|--|--|--|--|
|                             | discussions or do something irrelevant to assigned activities, your participation mark may remain low (regardless of your attendance itself) |  | However, if your participation is irregular, your participation would be marked as “incompetent” or “poor” | disrespect for students and instructor), your participation mark would be reduced. |
| Exceptional<br>(5 out of 5) |  |  |  |  |
| Excellent<br>(4)            |  |  |  |  |
| Competent<br>(3)            |  |  |  |  |
| Incompetent<br>(2)          |  |  |  |  |
| Poor<br>(0 or 1)            |  |  |  |  |

1% of the participation grade reflects the library’s quiz on the Chicago Author-Date system of documentation.

**Canvas**

The educational software Canvas supports this course by providing space for you to join a group, post assignments on a discussion post to be read by other students, archives your grades and evaluations, access the libraries online reading for the course, e-mail other students and the instructors, etc.

To access Canvas, type into your web browser the following URL: <http://canvas.ubc.ca/>. You will need to have your Campus Wide Login identity and password to again access to Canvas.

If you have problems with Canvas, call the help desk at 250-807-9611. If you detect errors on Canvas in terms of scheduling, dead links, etc., let me so I can correct them.

**Video Conference Software**

This course relies on Collaborate Ultra that runs inside of Canvas to connect us. We will use Ultra for the main lecture and break out rooms that will be assigned as groups generated on Canvas’s group. We will discuss video conference etiquette in the first week of the course to ensure a safe respectful space that manages the pitfalls of video conference software. Due to students’ concerns around privacy issues, I am inclined not to record Ultra sessions, but will make available my PowerPoint lecture notes if students have trouble with connectivity.

**Course Schedule**

NOTE: Access all reading and audiovisual materials via **UBC’s electronic teaching platform Canvas’ link** to the [library e-reserves](#) known by the acronym LORC (Library Online Course Reserves).



To keep this course on the right side of Canadian copyright law, students are free to use power points for study purpose, *personal use for research, private study, education, parody, satire, criticism or review only. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, may be an infringement of copyright if done without securing the permission of the copyright owner. You may not distribute, e-mail or otherwise communicate these materials to any other person.*<sup>1</sup>

**WEEK 1 Introduction**

|   |   |
|---|---|
| Cult 101 section 001  | Cult 101 section 002  |
| <p>No class on Monday Sept 7 as it is Labour day.</p> <p>If you have free time tomorrow Wednesday afternoon between 2:30-4 p.m. drop into section 02 meet and greet and introduce yourself as being from section 001.</p> | <p>Wednesday, September 9<br/>1-2:30 p.m.</p> <p>First class for section 002<br/>Since the other section of this course, section 001 will not meet this week, I will use this initial meeting for section 002 to drop into the online environment to introduce yourself and get a sense of the virtual classroom. I am happy to provide a tour and offer previews of what is in store. Drop by an introduce yourself and get to meet some of your virtual classmates.</p> |
| <p>This box typically indicates the assigned readings and activities for the week for both sections. Section 02 has a couple of extra classes than section 01 so I will strive to balance contact hours.</p>              |   |

|  |   |
|--|---|
| Cult 101 section 001   | Cult 101 section 002                        |
| <p>Thursday, September 10<br/>3:30-5 p.m.</p>  | <p>Friday, September 11<br/>2:30-4 p.m.</p> |
| <p><b>First Class</b><br/>Today we will</p> <ul style="list-style-type: none"> <li>• Acknowledge Sylix territory</li> <li>• Discuss the shape of the course and cultural studies pedagogy</li> <li>• Orientation around online teaching platform Canvas and Ultra             <ul style="list-style-type: none"> <li>○ Readings online at Library Course Reserve using your Campus Wide Login</li> <li>○ Assignments: Discussion posts</li> <li>○ Group activities and Groups</li> </ul> </li> <li>• Writing scholarly prose: they say, I say, avoid “since the dawn of time Mankind [sic] statements, support claims in qualitative analysis</li> </ul> <p><b>Supplementary</b> [readings Dan will mention that students do not need to read]</p> <p>Nealon, Jeffrey, and Susan Searle Giroux. 2012. “Chapter 1 Why Theory?” In <i>The Theory Toolbox</i>. 2<sup>nd</sup> Ed. New York: Rowman &amp; Littlefield Publishers.<br/><a href="https://courses.library.ubc.ca/i.CLZwhg">https://courses.library.ubc.ca/i.CLZwhg</a>.</p> |   |

<sup>1</sup> This text was provided by UBC librarian Marjorie Mitchell.



Freire, Paulo. 1970. "Chapter 2." In *Pedagogy of the Oppressed*. 71-86. New York: Continuum.

## WEEK 2 Why Theory? Texts & Authors in Discourse

|   |  |
|---|--|
| Cult 101 section 001  | Cult 101 section 002                   |
| Monday, September 14<br>4-5:30 p.m.   | Wednesday, September 16<br>1-2:30 p.m. |
| <p><b>Read</b><br/>Mills, Sara. 1997. "Introduction." In <i>Discourse</i>. 1–8. New York: Routledge.<br/>Mills, Sara 1997. "Archive." In <i>Discourse</i>. 56-57. New York: Routledge.</p> <p><b>Activities</b><br/>Auto ethnography assignment unpacked<br/>Chicago Author Date documentation overview.<br/><a href="https://librarybestbets.fairfield.edu/citationguides/chicagoauthor-date#ChicagoCitations:Author-DateSystem1">https://librarybestbets.fairfield.edu/citationguides/chicagoauthor-date#ChicagoCitations:Author-DateSystem1</a><br/>Do the four short Quizzes on Canvas on the Chicago author-date system of documentation over the next two weeks.<br/>Join Groups on Canvas.<br/>Work out mechanics of breakout rooms for discussions.</p> |  |

### Special Event via Zoom this week (Supplementary)

You're not crazy,  
you're not wrong:

Hearing experiences of people  
of colour in the university

**Date:** Thursday, Sept. 17<sup>th</sup>

**Time:** 1:00-2:30 pm

**Format:** Zoom webinar format – [Register here](#)

**Speaker:**





**Professor Anthony Stewart**, John P. Crozer Chair of English Literature, Bucknell University, USA

The conventional image of the university is of a place that promises an environment where open-minded people exchange ideas freely, for the benefit of all parties equally. And for some, that is the experience of a college campus. But for others—specifically students, faculty, and staff of color—the campus is a contradictory space, where tolerance is promised but not always delivered, and where the ugly realities of everyday non-campus life are also a significant part of the college experience. As the populations on college campuses change, if slowly, it becomes more and more important that everyone on campus come to understand how this place feels when it does not live up to its lofty aspirations.

**Discussants:**

**Binta Sesay** – Student (Year 2), International Relations, UBC Okanagan; Equity and Inclusion Assistant, Equity and Inclusion Office, UBC Okanagan

**Hussein Keshani**, Associate Professor, Faculty of Critical and Creative Studies, UBC Okanagan

A moderated Q&A session will follow the talk. This even will be recorded.

|   |                                  |
|---|----------------------------------|
| Cult 101 section 001  | Cult 101 section 002             |
| Thursday, September 17 3:30-5 p.m.  | Friday, September 18 2:30-4 p.m. |
| <b>Read</b>   |                                  |
| Nealon, Jeffrey, and Susan Searle Giroux. 2012. "Chapter 2 Author/ity." In <i>The Theory Toolbox</i> . 2 <sup>nd</sup> Ed. New York: Rowman & Littlefield Publishers. |                                  |
| <b>Supplementary</b>  |                                  |
| Nealon, Jeffrey, and Susan Searle Giroux. 2012. "Chapter 3 Reading." In <i>The Theory Toolbox</i> . 2 <sup>nd</sup> Ed. New York: Rowman & Littlefield Publishers.    |                                  |
| September 19: Last day for changes in registration.   |                                  |

**WEEK 3 Case Study: Culture &Technology and Space/Time**

|   |                                     |
|---|-------------------------------------|
| Cult 101 section 001  | Cult 101 section 002                |
| Monday, September 21 4-5:30 p.m.  | Wednesday, September 23 1-2:30 p.m. |
| <b>Read</b>   |                                     |
| Nakamura, Lisa. 2002. "Cybertyping and the Work of Race in the Age of Digital Reproduction." In <i>Cybertypes: Race, Ethnicity, and Identity on the Internet</i> . 1st Ed. 1-30. New York, Routledge. |                                     |
| <b>Activity</b>   |                                     |
| Explore how Nakamura demonstrates how race and technology articulate in a way that prepares for group workshop thinking about how technology is embedded in culture.                                  |                                     |
| <b>Supplementary</b>  |                                     |





Barker, Chris, and Emma A. Jane. 2016. "The Question of Ideology." In *Cultural Studies: Theory and Practice*. 5<sup>th</sup> ed. 71- 78. Los Angeles: Sage.

Crawford, Kate. 2016. "Can an Algorithm be Agonistic? Ten Scenes from Life in Calculated Publics." *Science, Technology, & Human Values* 41 (1): 77-92.  
10.1177/0162243915589635.

Nealon, Jeffrey, and Searle Giroux Susan. 2012. "Chapter 4 Subjectivity." In *The Theory Toolbox*. 2<sup>nd</sup> Ed. New York: Rowman & Littlefield Publishers.

Faulkner, Sandra L., John R. Faulkner, Sheryl L. Lindsley, and Michael L. Hecht. 2006. "Layers of Meaning: An Analysis of Definitions of Culture, *Redefining Culture: Perspectives across Disciplines*, edited by John R. Baldwin, Sandra L. Faulkner, Michael L. Hecht, Sheryl L. Lindsley, 27-52. Mahwah, N.J: Lawrence Erlbaum Associates.

|   |                                     |
|---|-------------------------------------|
| Cult 101 section 001  | Cult 101 section 002                |
| Thursday, September 24<br>3:30-5 p.m.   | Friday, September 25<br>2:30-4 p.m. |
| <p><b>Read</b><br/>Nealon, Jeffrey, and Searle Giroux Susan. 2012. "Chapter 8 Space/Time." In <i>The Theory Toolbox</i>. 2<sup>nd</sup> Ed. New York: Rowman &amp; Littlefield Publishers.</p> <p><b>Supplementary</b><br/>Nealon, Jeffrey, and Susan Searle Giroux. 2012. "Chapter 5 Culture." In <i>The Theory Toolbox</i>. 2<sup>nd</sup> Ed. New York: Rowman &amp; Littlefield Publishers.</p> <p>---. 2012. "Chapter 6 Ideology." In <i>The Theory Toolbox</i>. 2<sup>nd</sup> Ed. New York: Rowman &amp; Littlefield Publishers.</p> |                                     |

**WEEK 4 Privileges + Inventing UBC**

|  |  |
|--|--|
| Cult 101 section 001   | Cult 101 section 002                   |
| Monday, September 28<br>4-5:30 p.m.  | Wednesday, September 30<br>1-2:30 p.m. |
| <p><b>Read</b><br/>Johnson, Allan G. 2006. Chapter 6. What It All Has to Do with Us? In <i>Privilege, Power, and Difference</i>. 2nd Ed. 76–89. Boston, Mass: McGraw-Hill.</p> <p><b>Supplementary</b><br/>Coston, Bethany. M., and Michael Kimmel, 2012. "Seeing Privilege where It Isn't: Marginalized Masculinities and the Intersectionality of Privilege." <i>Journal of Social Issues</i>, 68 (1): 97-111.</p> <p>Kapp, Jamie. 2014. "White Privilege, Explained in One Simple Comic," <i>Everyday Feminism</i>.<br/><a href="http://everydayfeminism.com/2014/09/white-privilege-explained/">http://everydayfeminism.com/2014/09/white-privilege-explained/</a>.</p> <p>McIntosh, Peggy. 2014. "White Privilege and Male Privilege." In <i>Privilege: A Reader</i> 3rd Ed, edited by M. S. Kimmel, and A. L. Ferber, A. L.15-27. Boulder, Colorado: Westview Press.</p> |  |



Satzewich, Vic. 2011. "Chapter 1. Defining and Measuring Racism." In *Racism in Canada*. 1-18. Oxford: Oxford University Press.

|  |                                  |
|--|----------------------------------|
| Cult 101 section 001   | Cult 101 section 002             |
| Thursday, October 1<br>3:30-5 p.m.   | Friday, October 2<br>2:30-4 p.m. |
| <p><b>Activities</b><br/>Group Exercise: Inventing UBC. Today we will think about how UBC and the invention of traditions applying terms we have learned in the previous weeks like privilege, discourse, ideology, etc.</p> <p>University Exam Writing Strategies</p> |                                  |

**WEEK 5: Diversity and Summary of Key Concepts thus far**

|   |                                     |
|---|-------------------------------------|
| Cult 101 section 001  | Cult 101 section 002                |
| Monday, October 5<br>4-5:30 p.m.  | Wednesday, October 7<br>1-2:30 p.m. |
| <p><b>Read</b><br/>Linker, Maureen. 2015. "Diversity Fatigue: Eric and Cassandra." In <i>Intellectual Empathy: Critical Thinking for Social Justice</i>. 55-70. Ann Arbor: Michigan University Press.</p> <p><b>Supplementary</b><br/>Ziyad, Hari. 2016. "3 Differences between the Terms 'Gay' and 'Queer' — and Why It Matters." <i>Everyday Feminism</i>. <a href="http://everydayfeminism.com/2016/03/difference-between-gay-queer/">http://everydayfeminism.com/2016/03/difference-between-gay-queer/</a>.</p> |                                     |

|   |                                  |
|---|----------------------------------|
| Cult 101 section 001  | Cult 101 section 002             |
| Thursday, October 8<br>3:30-5 p.m.  | Friday, October 9<br>2:30-4 p.m. |
| <p><b>Read</b><br/>Barker, Chris, and Emma A. Jane. 2016. "Key Concepts in Cultural Studies." In <i>Cultural Studies: Theory and Practice</i>. 9-14. Los Angeles: Sage. [this reading operates as a summary of key concepts thus far in the course]</p> |                                  |

**WEEK 6 Review + Midterm**

|   |                                      |
|---|--------------------------------------|
| Cult 101 section 001  | Cult 101 section 002                 |
| Monday, October 12<br>4-5:30 p.m.<br>Thanksgiving day no classes  | Wednesday, October 14<br>1-2:30 p.m. |
| <p>Offer a review session for section 002 Wednesday, October 14 1-2:30 p.m. and invite section 001 to join or review as a recording. With consent of students attending this review session, the session will be recorded so students in section 001 can review before the midterm.</p> |                                      |

|   |                                   |
|---|-----------------------------------|
| Cult 101 section 001  | Cult 101 section 002              |
| Thursday, October 15<br>3:30-5 p.m.   | Friday, October 16<br>2:30-4 p.m. |
| <p><b>Midterm</b><br/>Short essay type questions that ask you to demonstrate how key concepts can be applied to 'everyday' life under Covid-19.</p> |                                   |



## WEEK 7 The West and the Rest: Colonial Fantasies and Orientalism

|   |                                      |
|---|--------------------------------------|
| Cult 101 section 001  | Cult 101 section 002                 |
| Monday, October 19<br>4-5:30 p.m.   | Wednesday, October 21<br>1-2:30 p.m. |
| <p><b>Read</b><br/>Hall, Stuart. 2018. "The West and the Rest: Discourse and Power [1992]." In <i>Stuart Hall: Essential Essays. Volume 2, Identity and Diaspora</i>, 141-184. Duke UP. <a href="https://doi-org.ezproxy.library.ubc.ca/10.1215/9781478002710-009">https://doi-org.ezproxy.library.ubc.ca/10.1215/9781478002710-009</a>.</p> <p><b>Read pages 141-160 for this class.</b> This section of the chapter discusses the rise of the West in modernity as a dominant force that sees the rest as inadequate. It concludes with its own summary of how the discourse of the West frames a global outlook.</p> <p><b>Supplementary</b><br/>Risam, R. 2018. Now You See Them: Self-representation and the Refugee Selfie. <i>Popular Communication: Connected Migrants</i>, 16(1), 58-71.</p> |                                      |

|  |                                   |
|--|-----------------------------------|
| Cult 101 section 001   | Cult 101 section 002              |
| Thursday, October 22<br>3:30-5 p.m.  | Friday, October 23<br>2:30-4 p.m. |
| <p>Hall, Stuart. 2018. "The West and the Rest: Discourse and Power [1992]." In <i>Stuart Hall: Essential Essays. Volume 2, Identity and Diaspora</i>, 141-184. Duke UP. <a href="https://doi-org.ezproxy.library.ubc.ca/10.1215/9781478002710-009">https://doi-org.ezproxy.library.ubc.ca/10.1215/9781478002710-009</a>.</p> <p><b>Read pages 160-184 for this class.</b> This final section of the chapter thinks about the contemporary (1990) forces that maintain privilege for the West.</p> <p><b>Supplementary</b><br/>Ghana Think Tank: Developing the First World. 2020. <i>Projects</i>. Accessed 29 August. <a href="https://www.ghanathinktank.org/projects">https://www.ghanathinktank.org/projects</a>.</p> <p><b>Activity</b><br/>Take up midterm</p> |                                   |

## WEEK 8 Settler Invader Privilege

|   |                                      |
|---|--------------------------------------|
| Cult 101 section 001  | Cult 101 section 002                 |
| Monday, October 26<br>4-5:30 p.m.   | Wednesday, October 28<br>1-2:30 p.m. |
| <p><b>Read</b><br/>Armstrong, Jeanette.2006. "Sharing One's Skin." <i>Cultural Survival Quarterly Magazine</i>. December 2006. <a href="https://www.culturalsurvival.org/publications/cultural-survival-quarterly/sharing-one-skin">https://www.culturalsurvival.org/publications/cultural-survival-quarterly/sharing-one-skin</a>.</p> <p>Place Name Group Exercise: UBCO street names<br/>Here are examples of Okanagan place names or toponyms:</p> <ul style="list-style-type: none"> <li>• Niggertoe [sic] Mountain <a href="https://apps.gov.bc.ca/pub/bcgnws/names/45296.html">https://apps.gov.bc.ca/pub/bcgnws/names/45296.html</a></li> <li>• Kelowna: <a href="https://www.tourismkelowna.com/about/history/">https://www.tourismkelowna.com/about/history/</a></li> </ul> |                                      |



**Supplementary**

Armstrong, Jeanette. 1998. "Land Speaking." In *Speaking for the Generations: Native Writers on Writing*, 175-94. Ed. Simon J. Ortiz. Arizona P, Tucson, AZ: Sun Tracks: An American Indian Literary Series 35.

Armstrong, Jeanette. 2008. "An Okanagan Worldview of Society." In *Original Instructions: Indigenous Teachings for a Sustainable Future*, 66-72. Rochester, VT: Bear & Company.

Justice, Daniel Heath. 2017. "Settlers with Opinions." *The Conversation*. September 17. <https://theconversation.com/settlers-with-opinions-83338>.

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|--|-----------------------------------|
| Cult 101 section 001   | Cult 101 section 002              |
| Thursday, October 29<br>3:30-5 p.m.  | Friday, October 30<br>2:30-4 p.m. |
| <p><b>Read</b></p> <p>Phung, Malissa. 2012. "Are People of Colour Settlers Too?" In <i>Speaking My Truth: Reflections on Reconciliation &amp; Residential Schools</i>. 290-298. Ottawa: Aboriginal Healing Foundation. <a href="http://speakingmytruth.ca/?page_id=647">http://speakingmytruth.ca/?page_id=647</a>.</p> <p><b>Supplementary</b></p> <p>Bannerji, Himani 1996. On the Dark Side of the Nation: Politics of Multiculturalism and the State of 'Canada'." <i>Journal of Canadian Studies</i>, 31 (3):103-128.</p> <p>El-Sherif, Lucy. 2019. "Webs of Relationships: Pedagogies of Citizenship and Modalities of Settlement for "Muslims" in Canada." <i>Lateral: Journal of the Cultural Studies Association</i> 8, no. 2. <a href="https://csalateral.org/issue/8-2/webs-of-relationships-pedagogies-citizenship-muslims-canada-el-sherif/">https://csalateral.org/issue/8-2/webs-of-relationships-pedagogies-citizenship-muslims-canada-el-sherif/</a>.</p> <p>Jafri, Beenash. 2012. "Privilege vs. Complicity: People of Colour and Settler Colonialism." <i>Equity Matters</i>. <a href="https://www.ideas-idees.ca/blog/privilege-vs-complicity-people-colour-and-settler-colonialism">https://www.ideas-idees.ca/blog/privilege-vs-complicity-people-colour-and-settler-colonialism</a>.</p> <p>Scott, Corrie. 2019. "Raptors Victory: Feel-good Multiculturalism Masks Reality of Anti-Black Racism in Canada." <i>The Conversation</i>. June 24. <a href="https://theconversation.com/raptors-victory-feel-good-multiculturalism-masks-reality-of-anti-black-racism-in-canada-118942">https://theconversation.com/raptors-victory-feel-good-multiculturalism-masks-reality-of-anti-black-racism-in-canada-118942</a>.</p> |                                   |

**WEEK 9 Differences and White Fragility**

|   |                                      |
|---|--------------------------------------|
| Cult 101 section 001  | Cult 101 section 002                 |
| Monday, November 2<br>4-5:30 p.m.   | Wednesday, November 4<br>1-2:30 p.m. |
| <p><b>Read</b></p> <p>DiAngelo, Robin. 2018. "Introduction." In <i>White Fragility: Why It's So Hard for White People to Talk about Racism</i>. 7-14. Boston: Beacon Press.</p> <p><b>Supplementary</b></p> <p>DiAngelo, Robin. 2018. "Chapter 4: How Does Race Shape the Lives of White People." In <i>White Fragility: Why It's So Hard for White People to Talk about Racism</i>. 51-69. Boston: Beacon Press.</p> |                                      |



|   |                                   |
|---|-----------------------------------|
| Cult 101 section 001  | Cult 101 section 002              |
| Thursday, November 5<br>3:30-5 p.m.   | Friday, November 6<br>2:30-4 p.m. |
| <p><b>Read</b><br/>El-Sherif, Lucy. 2019. "Webs of Relationships: Pedagogies of Citizenship and Modalities of Settlement for "Muslims" in Canada." <i>Lateral: Journal of the Cultural Studies Association</i> 8, no. 2. <a href="https://csalateral.org/issue/8-2/webs-of-relationships-pedagogies-citizenship-muslims-canada-el-sherif/">https://csalateral.org/issue/8-2/webs-of-relationships-pedagogies-citizenship-muslims-canada-el-sherif/</a>.</p> |                                   |

### WEEK 10 Reading Week

|  |  |
|--|--|
| Cult 101 section 001   | Cult 101 section 002   |
| Monday, November 9<br>4-5:30 p.m.  | Wednesday, November 11<br>1-2:30 p.m.<br><b>Remembrance Day. University closed. No class for section 002</b> |
| <p>Technically Section 001 could meet on Monday, but I would prefer to use this time slot as an office hour to check in with students rather than introduce content to section 01 that section 02 would not see or would need to rush through.</p> |  |

|  |                                    |
|--|------------------------------------|
| Cult 101 section 001                           | Cult 101 section 002               |
| Thursday, November 12<br>3:30-5 p.m.           | Friday, November 13<br>2:30-4 p.m. |
| <b>Midterm break No classes November 12-13</b> |                                    |

### WEEK 11 Affect

|  |                                       |
|--|---------------------------------------|
| Cult 101 section 001   | Cult 101 section 002                  |
| Monday, November 16<br>4-5:30 p.m.   | Wednesday, November 18<br>1-2:30 p.m. |
| <p><b>Read</b><br/>Ahmed, Sarah. 2009. "The Organization of Hate." In <i>Emotions: A Cultural Studies Reader</i>. Edited by J. Harding J., and E. D. Pribram, 251-266. New York: Routledge.</p> <p><b>Supplementary</b><br/>Appaduria, Arjun. 2009. "Fear of Small Numbers." In <i>Emotions: A Cultural Studies Reader</i>. Edited by J. Harding J., and E. D. Pribram, 235-250. New York: Routledge.</p> <p>Mehra, Nishta J., and Sarah Ahmed. 2017. "Notes from a Feminist Killjoy: the Feminist Scholar on Bridging Theory and Ordinary Life, and the Pervasive Myth that Feminism Originated in White Culture." <i>Guernica</i>, July 17. <a href="https://www.guernicamag.com/sara-ahmed-the-personal-is-institutional/">https://www.guernicamag.com/sara-ahmed-the-personal-is-institutional/</a>.</p> |                                       |

|                                      |                                    |
|--------------------------------------|------------------------------------|
| Cult 101 section 001                 | Cult 101 section 002               |
| Thursday, November 19<br>3:30-5 p.m. | Friday, November 20<br>2:30-4 p.m. |
| <b>Read</b>                          |                                    |



Linker, Maureen. 2015. "Chapter 6. Finding Common Ground through Intellectual Empathy." In *Intellectual Empathy: Critical Thinking for Social Justice*. 153-168. Ann Arbor: Michigan University Press.

**WEEK 12 Neoliberalism & Culture**

|                                    |                                       |
|------------------------------------|---------------------------------------|
| Cult 101 section 001               | Cult 101 section 002                  |
| Monday, November 23<br>4-5:30 p.m. | Wednesday, November 25<br>1-2:30 p.m. |

**For this week. we have a choice of two readings relating to neoliberalism [how very neoliberal of me]**

**Read**

Korpela, Mari. 2010. "A Postcolonial Imagination? Westerners Searching for Authenticity in India." *Journal of Ethnic and Migration Studies*, 3 (8): 1299-1315.

OR

Benson, Michaela Caroline. 2013. "Postcoloniality and Privilege in New Lifestyle Flows: The Case of North Americans in Panama." *Mobilities*, 8 (3): 313-330.

**Supplementary Reading Options**

Banet-Weiser, Sarah. 2012. "'Free Self-esteem Tools?': Brand Culture, Gender, and the Dove Real Beauty Campaign." In *Commodity Activism*. Edited by R. Mukherjee, R. and Susan Banet-Weiser. 39–56. New York University Press. **A reading on how neoliberalism, gender and consumerism articulate.**

Barbazon, Honor. 2020. "The Academy's Neoliberal Response to COVID-19: Why Faculty Should Be Wary and How We Can Push Back." *Academic Matters: OCUFA's Journal of Higher Education*. May 29. <https://academicmatters.ca/neoliberal-response-to-covid-19/>.

Video: Barnard Center for Research on Women. 2013. Paradoxes of Neoliberalism. <https://www.youtube.com/watch?v=x9sB4uldnbM>.

**For the Benson reading**

Helleiner, J. 2015. "Recruiting the 'Culturally Compatible' Migrant: Irish Working Holiday Migration and White Settler Canadianness." *Ethnicities* 17 (3): 299-319.

Yoon, Kyong. 2014. "The Racialised Mobility of Transnational Working Holidays." *Identities: Global Studies in Culture and Power*, 21 (5): 586–603.

Young, J. C. R. 2003. "Globalization from a Postcolonial Perspective." In *Postcolonialism: A Very Short Introduction*, 121-137. Oxford: Oxford University Press.

**For the Korpela reading**

Dagger, Lace. 2016. "Yoga in the West: A Colonial Machination of Appropriation." *Harlot Media*. 13 May. <http://harlot.media/articles/1548/yoga-in-the-west-a-colonial-machination-of-appropriation>

|                                      |                                    |
|--------------------------------------|------------------------------------|
| Cult 101 section 001                 | Cult 101 section 002               |
| Thursday, November 26<br>3:30-5 p.m. | Friday, November 27<br>2:30-4 p.m. |



We will keep exploring the concept of neoliberalism in relation to the reading selected for the last class.

**WEEK 13 De Westernizing Cultural + Exam Review**

|   |                                      |
|---|--------------------------------------|
| Cult 101 section 001  | Cult 101 section 002                 |
| Monday, November 30<br>4-5:30 p.m.  | Wednesday, December 2<br>1-2:30 p.m. |
| <p><b>Read</b><br/>Iwabuchi, Koichi. 2014 "De-Westernisation, Inter-Asian Referencing and Beyond." <i>European Journal of Cultural Studies</i> 17 (1): 44–57. doi:<a href="https://doi.org/10.1177/1367549413501483">10.1177/1367549413501483</a>.</p> <p>Robinson, Dylan. 2020. Excerpt from "Introduction." <i>Hungry Listening: Resonant Theory for Indigenous Sound Studies</i>. 14-24. Minneapolis: University of Minneapolis Press.</p> <p><b>Supplementary</b><br/>Raka Shome. 2009. <i>Post-Colonial Reflections on the 'Internationalization' of Cultural Studies</i>, <i>Cultural Studies</i>, 23, no: 5-6: 694-719, DOI:10.1080/09502380903132322.</p> |                                      |

|   |                                   |
|---|-----------------------------------|
| Cult 101 section 001  | Cult 101 section 002              |
| Thursday, December 3<br>3:30-5 p.m.   | Friday, December 4<br>2:30-4 p.m. |
| <p><b>Read</b><br/>Nealon, Jeffrey, and Susan Searle Giroux. 2012. "Chapter 13 Agency." <i>The Theory Toolbox</i>. 2<sup>nd</sup> Ed. New York: Rowman &amp; Littlefield Publishers.</p> <p><b>Supplementary</b><br/>Gilmore, Ruth Wilson. 2020. "The Case for Prison Abolition: Ruth Wilson Gilmore on COVID-19, Racial Capitalism &amp; Decarceration." <i>Democracy Now!</i> May 5. <a href="https://www.democracynow.org/2020/5/5/ruth_wilson_gilmore_abolition_coronavirus">https://www.democracynow.org/2020/5/5/ruth_wilson_gilmore_abolition_coronavirus</a>.</p> <p>McDowell, Meghan G. and Luis A. Fernandez. 2018. "'Disband, Disempower, and Disarm': Amplifying the Theory and Practice of Police Abolition." <i>Critical Criminology</i> 26 (3): 373-391. doi:<a href="http://dx.doi.org/10.1007/s10612-018-9400-4">http://dx.doi.org/10.1007/s10612-018-9400-4</a>.<br/><a href="http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/2072559484?accountid=14656">http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/2072559484?accountid=14656</a>.</p> |                                   |

**FINAL EXAM: DATE to be confirmed by the University. Exam period December 7-22**

**Final Examinations:**

For Term 1 Winter 2020, the exam period runs from December 7-22. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.





Further information on Academic Concession can be found under Policies and Regulation in the *Okanagan Academic Calendar* <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>.

### **Academic Support:**

Transitioning to University level expectation for writing can be a challenge. Improve your writing with **free** support from the Student Learning Hub—now online and flexible to meet your remote learning needs! Undergraduate students from every discipline, working on any type of written course assignment (or presentation), are welcome. We support writers at all stages of the writing process, from getting started and planning to drafting and revising. Peer writing consultants focus on your needs as a writer—they don't "edit" or "proofread." Instead, they listen, read, ask questions, and share strategies for doing it yourself, allowing you to explore your innate writing talents and discover a path to academic success that is uniquely yours. Don't wait—successful learners access support early and often. Visit [students.ok.ubc.ca/hub](http://students.ok.ubc.ca/hub) or contact [learning.hub@ubc.ca](mailto:learning.hub@ubc.ca)

### **Academic Integrity:**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures for dealing with academic misconduct, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

### **UBC Okanagan Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in Commons Corner in the University Centre building (UNC 227).

UNC 227A 250.807.9263

email [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca)

Web: [students.ok.ubc.ca/drc](http://students.ok.ubc.ca/drc)

### **Academic Integrity Matters (AIM) Program**

Aim is a program that provides help with academic integrity (AI) issues for undergraduate and graduate students. Undergraduate students will participate in a peer-led service delivered by the Writing and Research Center's expert AI staff.

LIB 237 250.807.9185

email: [csc.okanagan@ubc.ca](mailto:csc.okanagan@ubc.ca)

Web: <http://library.ok.ubc.ca/wrs/aim/>

### **UBC Okanagan Equity and Inclusion Office**

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical



or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office.

UNC 227C 250.807.9291

email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: <http://www.ubc.ca/okanagan/equity/welcome.html>

### **Health & Wellness**

UNC 337 250.807.9270

Web: [students.ok.ubc.ca/health-wellness/welcome.html](http://students.ok.ubc.ca/health-wellness/welcome.html)

### **FCCS Calendar of Events**

FCCS will host many great events this academic year. Please bookmark this page for future reference:

<http://fccs.ok.ubc.ca/news-events/calendar.html>

### **Note from the Dean for Students from abroad who are studying online**

*During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>*