DISCOURSES OF DISSENT

Dr. Rozena Maart
Class meeting schedule: Tuesday 4:00pm – 6:50pm in Hagey Hall 150
Office hours: HH 249, Tuesdays, 2:15pm-3:45pm; 7:00pm-8:00pm or by appointment
Email: rozmaart@uwaterloo.ca, rozmaart@gmail.com
http://rozenamaart.wordpress.com

Texts:
Rhetoric for Radicals, Jason Del Gandio [RR]
Cultural Resistance Reader, Stephen Duncombe, ed. [CCR]

Assignments:
• First mid-term: 20%
• Second mid-term: 20%
• Weekly response postings: 10%
• Class participation: 5%
• 20% Group project: DIY Resistance (includes key documents such as manifestos, speeches, posters, graffiti, artwork, slogans, songs, chants, news releases) + one “event” (video, audio, guerilla theatre, theatre of the oppressed, demonstration, or other action) + in-class presentation. * I have retained this portion of Prof. McMurray’s emphasis and shall discuss this in greater detail in class.
• Final exam: 25%

Welcome to the course! By means of an introduction: I took my doctoral degree at the Centre for Contemporary Cultural Studies [CCCS] at the University of Birmingham, UK, between 1993-1996 and am particularly excited about teaching this course. The cross between and among literature, Political Philosophy and Sociology was the core of the CCCS since its inception under the guidance of Richard Hoggart, and remained so even under the directorship of Stuart Hall and Richard Johnson. My doctoral degree is in Philosophy and Psychoanalysis—the focus, language, with Black Consciousness and Derridean deconstruction as the thrust. CCCS, Birmingham has been regarded as the trendsetter for British Cultural Studies and in many ways for Media Studies too, not only in Britain but in several countries around the world, as evidenced by some of the essays in The Cultural Resistance Reader. The interdisciplinary nature of the programme also afforded me the opportunity of teaching in English, Philosophy and Women’s Studies departments in Canada and abroad. Some of the scholars and writers you will be studying either taught me or were my peers. Apart from teaching on contract at the University of Waterloo I also serve as part of a team on the UNESCO Chair in Philosophy and the UNESCO International Assembly for Women Philosophers. I was also the director of the Biko Institute, which closed four years ago, and a published writer.

Please read through all of the content as you may need to refer to it at various stages of the course. Do ensure that you read the note from the Faculty of Arts below (before the course
format), as it is imperative that you acquaint yourself with the regulations pertaining to academic discipline.

**Absenteeism and late assignments:**
You are required to attend all the classes. Late assignments are to be accompanied by a medical certificate. If for some reason a matter has arisen that is outside of the stipulated university regulations please notify me immediately.

**A note from the Faculty of Arts**

**Cross-listed course:**
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

**Academic Integrity website (Arts):**
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (UW):** http://uwaterloo.ca/academicintegrity
Accommodation for Students with Disabilities:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

COURSE FORMAT

From week two until week six, students will be asked to lead the discussion on certain topics. We shall discuss this process in week one.

Week One, January 4th
Discussion of course, student expectations, assignments, exams, mid-terms, projects, and discussion of interactive blog posting.

Introduction: A Call to Rhetorical Action (chapter 1, Rhetoric for Radicals [RR])

Also take a look at Chapter 3, “The Power of Language,” as we will discuss language and the uses of rhetoric. You will be required to read this chapter in greater detail later on in the course.

Discussion of concepts, frameworks, how students and activists build tools of analysis, and how scholar-cum activists meander from activism to writing.

Week Two, January 11th
“Labors of the Multitude,” Chapter 2 in RR.

“Cultural Resistance,” Chapter 1, Christopher Hill article in CRR.

Week Three, January 18th
“The Politics of Culture,” Cultural Resistance Reader (CRR)
Williams, Marx & Engels, Matthew Arnold, Antonio Gramsci, Walter Benjamin, Amilcar Cabral (the case of Guinea-Bissau)

Week Four, January 25th
“The Power of Language,” Chapter 3, RR

The 60’s: case studies on dissent—the United States, France, South Africa, Quebec, Northern Ireland, Italy, Germany and the UK. Students will make two selections.

Select Readings posted on UW-ACE
Week Five, February 1st
“A Politics that doesn’t look like politics,” Chapter 3, CRR

Discussion of the following week’s reading.

Week Six, February 8th
“Body Rhetoric,” Chapter 4, RR

“Subcultures and Primitive Rebels,” Chapter 4 in CRR
*Students will read three out of nine of the short essays in this segment.

Week Seven, February 15th
First mid-term.
Interactive blog posting continues of select readings.

Feb. 22: Reading week—no class

Week Eight, March 1st;
“Dismantling the Master’s House,” Chapter 5 in CRR.
Additional essays by Audre Lorde, Steve Biko, Jacques Derrida, and Frantz Fanon.

Week Nine, March 8th

“Twenty-First Century Radical Rhetoric,” Chapter 5 in RR.

Week Ten, March 15th
Second Mid-term

Class presentations begin:
“A Woman’s Place,” Chapter 6, CRR

Week Eleven, March 22nd
“Commodities, Co-optation and Culture Jamming,” Chapter 7, CRR.

Presentations

Week Twelve, March 29th
“Mixing Pop and Politics,” Chapter 8 in CRR.

Presentations
Weekly Response Postings
You will respond to readings on-line.

DIY Resistance
Overview: Not everyone likes group projects, but in studying “dissent,” “social movements,” and “cultural resistance” it makes a certain amount of sense to engage in a collective endeavor yourself. You’ll have a chance to reflect on our key terms and concepts as they apply to your own concerns as students and citizens. The project is to write, design, and enact some of the key texts associated with a social movement, “cause,” or cultural intervention.

Groups: You may form your own group with a maximum of five people; I need to know your group’s membership by January 25th, which is the evening we’ll discuss the project in detail. Those of you who haven’t formed a group by then will be placed in one.

Documents: Think of these as a kind of “press kit” to help build awareness of your movement/cause/intervention.

• A manifesto (a statement of principles with a “call to arms”)
• A logo or symbol of your movement
• A poster or print ad (which will probably incorporate your logo)
• A speech or a press release geared for a particular occasion, event, or audience
• Other associated materials such as a song, a tv spot script, artwork, graffiti (you don’t need to include one example of each, but if you don’t, I expect that one or two of these items will be very well developed)
• Any other materials you believe are appropriate

Event: In addition to above texts, you will develop an “event.” What is an event? Well, it’s up to you to constitute the event, but here are some possibilities:

• A performance piece (see the Reverend Billy website for examples)
• A film
• Guerilla theatre
• A teach-in

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