

PS186 SOLIDARITY, CULTURE, RESISTANCE

Course Instructor: Prof. Hanan Toukan

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Office Hours: Tuesdays and Thursdays 1:00-2:00

Seminar times: 9:00-10:30

Seminar venue: TBD

Course Description:

This course critically examines the various manifestations of counter-hegemony, namely, solidarity, resistance and dissent. Taking as its starting point the fact that much of the political science literature concerned with societies and cultures in the Global South emphasize the postcolonial nation and nationalism, dogged religious ideologies, ethnic identities and formal state-society relations to understand and categorize postcolonial identities and experiences, the course proceeds to study the ways in which these dominant units of analyses are in reality countered in cultural production, politics from below and every day cultural practices. The course will analyze how subcultures, social movements, transnational solidarities, and individuals in the Middle East and beyond, have tried to negotiate with, subvert and resist powerful domestic and international hegemonies through multiple forms of cultural resistance such as writing, critique, poetry, music, political film, public action and public performance. The course readings are organized thematically and cover major issues in postcolonial studies, cultural theory, decolonization theory, critical race theory, subaltern studies, and many of the key readings in Middle Eastern Studies. The case studies covered in the course provide glimpses in to compelling examples of resistance against Colonialism and Empire such as BLM and Palestine Solidarity, Decolonize This Place, Third Worldism and anticolonial struggle, the Arab Revolutions, The Rhodes Must Fall campaign in the UK and South Africa, and Transnational Feminism.

Academic Integrity

Bard College Berlin maintains the staunchest regard for academic integrity and expects good academic practice from students in their studies. Syllabi should note that, instances in which students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section III Academic Misconduct.

Attendance

Attendance at ALL classes is expected. More than two absences (that is absences from two sessions of 90 minutes) in a semester will significantly affect the participation grade for the course. Also please to consult the BCB Student Handbook for regulations governing periods of illness or leaves of absence.

Class Conduct

“Active” participation is a significant component of your grade; you should come to class

prepared to discuss the readings. This means coming to class ready to share as many questions and thoughts as you may have. Your contribution to the discussion should be based on the material you have read (and thought about). Identify important passages while reading for closer examination in class.

Do not take out your cell phones, laptops or other devices and do not allow them to interrupt class.

Assessment and Grade Breakdown

Class Participation and attendance (20%): Participation will be evaluated at the end of each session. Students will be assessed based on the general enthusiasm, frequency and quality of the questions they raise. Regular attendance and completion of all reading assignments is also required. Recurrent absences will substantially decrease the final grade. (up to two unexcused absences are allowed).

Class Presentations (15%): Each student will be expected to make one 20 minute presentation about a particular week's readings of their own choice. Presentations are always held on the Tuesday seminar, unless there is a guest speaker on that day. Presentations should address the author, central question and argument of the work, methodology used, and three critically engaging questions and concluding thoughts posed to the class to spark discussion. The class presentations are not only to reiterate what is in the readings but also to engage critically with them through a powerpoint presentation and relevant examples chosen by the student.

Group Video : (10%):

Students are expected to work in groups to create video presentations of 5-7 minutes that summarize key readings and thematic areas of the students' choice that focus on any geographical region. This is a free exercise focused on case studies that students research and analyze by themselves. Videos will be viewed in class. **Due date TUESDAY MAY 4, 2021.**

Final paper: (35%)

The final paper for the class consists of a 1500 word paper including references and citations that addresses a particular theme or concept related to the readings and examples discussed during the term. Written assignments should include a creative title followed by your name, date, and course number and should be submitted in both hard copy and by email in word format. Pages should be double-spaced with 12-pt. font and one-inch margins. **Due Date: FRIDAY MAY 14, 2021 by midnight.**

Course Material

Students are expected to download articles from JSTOR or EBSCOHOST which can be accessed from the BCB library website anywhere on campus. Book chapters and other inaccessible material that is * will be sent to google classroom.

Course Schedule

This syllabus is subject to change. All changes will be announced in class.

Communication

- Please treat email as a **formal** means of communication. As such use appropriate language and form. Templates and guidelines are available here: <http://www.wikihow.com/Email-a-Professor>
- Please note that I do not respond to questions for which the answer can be found here in the syllabus or through a simple internet search.
- Unless urgent, please allow me **48 hours** to respond to your email.
- Do not expect a response between **Friday 5pm** and **Monday 9am**.
- You are responsible for any work you miss. If you are absent, you are encouraged to make your colleagues your first point of contact to find out about missed work. Make sure you have the contact information of **at least two classmates**.

**Please note that this course is an online blended learning class that will accommodate remote learners from Kenya and Jordan.*

** For any in person meetings or fieldtrips or workshops planned for this course, students must refrain from joining if they are feeling ill. It is imperative that you let me know in advance if this is the case so that you may be accommodated.*

READINGS

KEY CONCEPTS

1 WEEK 1 –Feb 2, Feb 4

Culture and Resistance

Readings:

Tuesday Seminar

Stephen Duncome ed. *The Cultural Resistance Reader*. (London: Verso Books, 2002). Read Introduction.

Bell Hooks. *Outlaw Culture*. Introduction (London: Routledge, 1994, 2008). Introduction

Thursday Seminar

Raymond Williams. *Keywords* (1976). Read “Revolution”.

Hannah Arendt. *The Human Condition* (1958). Read “Action”.

2. WEEK 2 Feb 9 and 11

Theorizing Resistance and Solidarity: Critical Race Theory and Cultural Theory

Tuesday Seminar

Arto Laitinen & Anne Birgitta Pessi, eds. *Solidarity: Theory and Practice: An Introduction*. (Lexington Books, 2014)

Thursday Seminar

Sonya M. Alemán & Sarita Gaytán ‘It doesn’t speak to me’: understanding student of color resistance to critical race pedagogy, *International Journal of Qualitative Studies in Education*, 30, no. 2, (2017) 128-146

***watch the Stuart Hall project**

3. WEEK 3-Feb 16 and 18

Intellectual Resistance as Counter-hegemony

Tuesday Seminar

Antonio Gramsci, *Selections from the Prison Notebooks*, Quintin Hoare and Geoffrey Nowell Smith (translators and eds.), New York: International Publishers, 1971, P 323-324

Thursday Seminar

Edward Said. *Representations of the Intellectual*. (page numbers TBD)

Noam Chomsky. *Objectivity and Liberal Scholarship*. (Page number TBD)

*To read in class: Arwa Saleh. Excerpts from *Stillborn* (tr. Samah Selim).

4. Week 4-Feb 23 and 25

Solidarity in Transnational Contexts: The Personal and the Political

Tuesday Seminar

James Baldwin. *The Fire Next Time*. 1963, 1991. Read p.g. 11-106

Thursday Seminar

Sara Salem. "On Transnational Feminist Solidarity: The Case of Angela Davis" . *Signs: Journal of Women in Culture and Society* 2018, vol. 43, no. 2 (2018): 245-267

IN THE FACE OF POWER

5. Week 5- March 2 and March 4

Colonialism and Imperialism

Tuesday Seminar

Césaire, Aimé, and Robin D. G. Kelley. *Discourse on Colonialism*. New York: Monthly Review Press, 2000.

Thursday

Robert Young. *Postcolonialism: A Very Short Introduction*. Read "Montage" and "Subaltern Knowledge"

6. Week 6- March 9 and March 11

Tuesday

Loomba, Ania. *Colonialism/Postcolonialism*. London and New York: Routledge, 2005. Read "Challenging Colonialism" p. 154-204

Thursday

Stam, Robert "Fanon, Algeria and the Cinema: The Politics of Identification" in Martin Jay and Sumathi Ramaswamy eds. *Empires of Vision: A Reader*" (Duke University Press, 2014) pp. 503-538

DECENTERING THE WEST

7. WEEK 7 March 16 and 18

Tuesday

Anibal Quijano. Coloniality of Power: Eurocentricism and Latin America. *Neplanta: Views from the South* 1, no. 3: 533-580 (2000)

<https://decolonialtranslation.com/english/quijano-coloniality-of-power.pdf>

Thursday

John Newsinger. "Why Rhodes Must Fall". *Race and Class*. Vol 58, Issue 2 (2016): 70-78

*In class reading and discussion

https://www.theguardian.com/news/2021/jan/14/rhodes-must-fall-oxford-colonialism-zimbabwe-simukai-chigudu?fbclid=IwAR0cjr_iLDCOi85s7pU9Wiv3G5w--5RvTReikXuw2IMtEd4EqXJUpGGMRxk

8. WEEK 8 March 23 and 25

Tuesday Seminar

Mirzoeff, N.. Empty the museum, decolonize the curriculum, open theory. *Nordic Journal of Aesthetics*, 25, no. 53 (2017): 6-22

<https://icamiami-org.storage.googleapis.com/2017/06/ef8570cc-mirzoeff-empty-the-museum-open-theory-decolonize-learning-.pdf>

Benjamin Young, "'Decolonize This Place': Realism and Humanism in Photography of Israel-Palestine," in *"Disassembled" Images: Allan Sekula and Contemporary Art*, ed. Alexander Streitberger and Hilde Van Gelder (Leuven University Press, 2019)

https://drive.google.com/file/d/19Pk-PPjmf_fBSOf33y5oeolWRQeegE48/view

Thursday Seminar

*Class visit by Decolonize this Place-Amin Hussain.

SPRING BREAK

9. WEEK 9- April 6 and April 8

Tuesday Seminar

Nadine Naber. "'The U.S. and Israel Make the Connections for Us': Anti-Imperialism and Black-Palestinian Solidarity." *Critical Ethnic Studies* 3, no. 2 (2017): 15-30

Thursday Seminar

Alex Lubin. "Fear of an Arab Planet": The Sounds and Rhythms of Afro-Arab Internationalism. *Journal of Transnational American Studies*, 5, no. 1 (2013): 243-63

**Sites of Action: The Archive, the Environment,
_____ the Public Square _____**

10. WEEK 10 April 13-15

Readings

Tuesday Seminar

Ariella Azoullay. *Potential History: Unlearning Imperialism* (New York: Verso, 2019). Read "Introduction".

Thursday Seminar

Hal Foster. "An Archival Impulse" *October* 110 (2004): 3-22.

Cynthia Kros (2015) Rhodes Must Fall: archives and counter-archives, *Critical Arts*, 29:sup1,150-165

Thursday Seminar

* Class Visit by artist Marwa Arsanios

11. WEEK 11- April 20 and April 22

Tuesday

Oliver Marchar. *Conflictual Aesthetics*.

Emily Eliza Scott and Kirsten J Swenson, eds. *Critical Landscapes: Art, Space, Politics* (UC California, 2015). Read introduction.

Also view and discuss in class: https://sites.lsa.umich.edu/khamseen/short-form-videos/2020/a-hot-wind-blows-ecocritical-art-in-the-middle-east/?fbclid=IwAR1HqxTuKlZ2gbtx7tgo3_znNh_FOxVXb5LPVJfzzFi2fvmx0IUk65BfG9w

Thursday

Artist talk (TBD)

12. Week 12- April 27 and April 29

Tuesday

Amal Equeiq (2018) Of Borders and Limits: Comparative Indigeneity in Mexico and Palestine in *Jadaliyya*.

<https://www.jadaliyya.com/Details/37898>

Thursday

**guest lecture by Amal Equeiq*

13. WEEK 13- May 4 and May 6

VIDEO PRESENTATIONS WEEK.

14. Week 14-May 11 and May 13

Art Collectives: Berlin as a case Study-Workshop with Bulbul Berlin.

