

TPS 1465 Special Topics Course
Concepts of Community: Pedagogy Between Politics & Ethics
Thursdays, 5-8 pm OISE room 10-200
Course Instructor:
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Course Synopsis: Within philosophy of education, as well as within the broader constellation of research in education, the concept of community is frequently used. While many scholarly endeavours – whether based in theoretical approaches or in the social sciences – have recourse to the concept of community to ground, orient, or validate their respective projects, few students are given the opportunity to engage directly with the broad range of concepts of community within the traditions of the theoretical humanities and social sciences. This course is designed as a broad overview of some of the more consequential investigations into the concepts of community to broaden our understandings of this complex notion and its historical and material forms, and offer a pluralistic approach to the question of ‘what is held in common.’ Our aims in this course are to situate various concepts of community in their historical moment; to analyze their pedagogical features; to examine in detail their contributions and limitations with respect to contemporary practices in education; and, to complicate any simple recourse to universal articulations or applications of this fundamental philosophical concept.

Course and Reading Schedule

week 001 7 Jan — Introduction MB1/ET2

This week will include an overview of the course, introducing the vector of community, politics, pedagogy, and ethics as a fourfold way of seeing the elements involved in analyzing all questions raised by the course, and the logic of the course design focus on issues of self-discipline; design; violence; affirmation; and pleasure as modes of constructing and shaping communities and peoples.

week 002 14 Jan — The Distribution of the Sensible MB1/ET2

Mari J. Matsuda, *Where is Your Body?* and *Other Essays on Race, Gender and the Law*

Marilyn Frye, from the *Politics of Reality*

Jacques Ranciere, “The Distribution of the Sensible,” in *The Politics of Aesthetics*, translated by Gabriel Rockhill (New York: Continuum, 2004), pp. 7-46.

Maria Lugones, [Playfulness, 'World'-Travelling, and Loving Perception](#).

Audre Lorde, *The Master’s Tools*

week 003 21 Jan – Communities Under Empire ET

This week will explore the relation of early Stoic communities to the Roman Empire and examine the pedagogical, political and ethical elements of this articulation of community.

Foucault and His Interlocutors, edited by Arnold I. Davidson (Chicago: University of Chicago Press, 1997), pp. 195-248.

Michel Foucault, *The Hermeneutics of the Subject* (Lectures at the College de France 1981-1982), pp. 1-24.

Pierre Hadot, *Philosophy as a Way of Life*. Etienne to add CIT.

Susan Okin, *Women in Western Political Thought*, Princeton University Press. (1979/1992)

Chapter 3, “Female Nature and Social Structure”

Chapter 10, “Women and Functionalism Past and Present”

Chapter 11, “Persons, Women and the Law”

Recommended:

Elizabeth Spelman, *Inessential Women: Issues of Exclusion in Feminist Philosophy*, Beacon Press, 1990.

week 004 28 Jan – Designed Communities 1 (ET)

This week will take up the question of design with respect to its utopian ambitions. We will discuss the manifestos of Le Corbusier and Rem Koolhaas philosophical commitments.

Le Corbusier, *Towards An Architecture*, translated by John Goodman, Introduction by Jean-Louis Cohen (Los Angeles: Getty Research Institute, 2007), pp. 83-307.

Rem Koolhaas/OMA, “Exodus, or the Voluntary Prisoners of Architecture,” in *S, M, L, XL* (New York: Monacelli Press, 1995), ‘Foreplay’ Part 1 (architecture as script).

Felicity Scott, *Architecture or Techno-utopia*

Beatrice Colomina, “The Split Wall: Domestic Voyeurism,” in *Sexuality and Space*

week 005 – 4 February Communities of Design 2 (MB)

Bammer, Angelika. *Partial Visions: Feminism and Utopianism in the 1970s*. Chapter Two New York: Routledge, 1991.

Iris Marion Young, “Social Difference as a Political Resource,” from *Inclusion and Democracy*

Amrita Basu, "[Introduction](#)", in *The Challenge of Global Feminism*, Westview Press, 1995, pp. 1-21.
http://www.newschool.edu/tcds/wr09reader_cosmo/8_%20Basu_Intro.%20ChallengeofLocalFeminisms.pdf

William J. Mitchell. *e-topia: "Urban Life Jim -- But Not as We Know It."* Cambridge, Mass.: MIT Press, 1999. Chapter 6, "Getting Together." pp. ?? [book available online via utoronto library]

Julian Dibbell, "Rape in Cyberspace"

Recommended:

Gayle Rubin, "The Traffic in Women"

week 006 11 Feb — Community of Friends & Enemies (ET)

This week examines the philosophies of Machiavelli and Carl Schmitt as political-pedagogical determinations that situate community as a distinction between friends and enemies. This political articulation of community will be further examined with respect to Jacques Derrida's more recent assessment.

Carl Schmitt, *The Concept of the Political*, translated by George Schwab (Chicago: University of Chicago Press, 1996).

Jacques Derrida, "On Absolute Hostility: The Cause of Philosophy and the Spectre of the Political," in *The Politics of Friendship*, translated by George Collins (London and New York: Verso, 2005), pp. 112-137.

Iris Marion Young, chapter from *Justice and the Politics of Difference*

Catherine MacKinnon, excerpts, *Towards a Feminist Theory of State*

Carole Pateman, excerpts, *The Sexual Contract*

Recommended Reading

The Challenge of Carl Schmitt, ed. Chantal Mouffe (Verso 1999)

Chapter by Chantal Mouffe

READING WEEK - 18 FEBRUARY

week 007 25 February — Anticolonial Community 1 (ET)

This week examines the development of the concept of community in anticolonial struggle and the attendant political implications for subsequent theories of the common; readings include:

Franz Fanon, *The Wretched of the Earth*, translated by Constance Farrington, Preface by Jean-Paul Sartre (New York: Grove Press, 1961).

Jim Dingeman, "'You Cannot Continually Inflict': An Interview with Saadi Yacef," *Framework* 49, No. 2, Fall 2008, pp. 48-64.

Gillo Pontecorvo's *The Battle of Algiers*, 1966 (film screening).
Marnie Lazreg, *Women and Algiers*
Simone deBeauvoir, *The Second Sex*, Introduction

Monique Wittig, *Les Guerrilleres* (part 1)

week 008 4 March — Anticolonial Community 2 (MB)

Mari J. Matsuda *Where is Your Body?: And Other Essays on Race, Gender and the Law*
By

Monique Wittig, *Les Guerrilleres* (part 2)

Colonialism and modernity: Feminist re-presentations of women in non-western space

A Ong - *Inscriptions*, 1988

http://culturalstudies.ucsc.edu/PUBS/Inscriptions/vol_3-4/aihwaong.html

L Abu-Lughod, *Do Muslim women really need saving? Anthropological reflections on cultural ...*

[uor.edu](http://www.uor.edu) - American Anthropologist, 2002

Cynthia Enloe, from *The Curious Feminist*, "Updating the Gendered Empire: Where are the Women in Occupied Afghanistan and Iraq?"

week 009 11 March — Confined Community/Community of Exile (ET)

The week attends to a fundamental question of community, namely, the role of the missive in sustainingly communities that have been divided and exiled; readings include:

Aron Douglass Castlin, *Who Am Eye: A Spokenword Memoir* (Truth Spear Publishing, 2009).

Sundiata Acoli, "An Updated History of the New Afrikan Prison Movement," available online: http://www.4strugglemag.org/archives/cat_issue_13.html#000432

Leonard Peltier, *In Total Resistance* (Leonard Peltier Defense Committee Publication, Rapid City, S.D., 1981).

Angela Davis writing FROM prison.

Recommending Reading

Assata Shakur, *Assata: An Autobiography* (Chicago: Lawrence Hill Books, 1987).

Emma Goldman, "Anarchism: What it Really Stands For," and "The Tragedy of Woman's Emancipation," in *Anarchism and Other Essays* (New York: Dover Publications, 1969), pp. 47-68; 177-194; 213-226.

week 010 18 March – Communities of Communication and Electronic Missives (MB)

Edward Said, *On Exile*

Readings selections on the politics of communication: Iran and twitter; national

surveillance cooperation with freedom and limitations of access; independent and underground modes of communicative resistance in contemporary digital media practices (readings TBA)

week 011 25 March — Communities of Friendship & Affirmation (ET)

This week is given to a reading of Derrida's development of the role of friendship, with attention to the pedagogical, political and philosophical valences of the term with respect to community. This week will also examine the role of the laudatory essay among the literary and philosophical community comprised of Georges Bataille, Pierre Klossowski, Maurice Blanchot, Michel Foucault, and Gilles Deleuze; readings include:

Eleanor Kaufmann, *The Delirium of Praise* (Baltimore and London: Johns Hopkins University Press, 2001).

Michel Foucault and Maurice Blanchot, *Foucault/Blanchot* (New York: Zone Books, 1990).

Jose Munoz, *Cruising Utopia: The Then and There of Queer Futurity* 2009 (selections)

L Faderman Chapter One. "The Loves of Women for each Other," in *Odd Girls and Twilight Lovers : A History of Lesbian Life in Twentieth-Century America* (1991).

Recommended Reading

Maurice Blanchot, *Lautréamont and Sade*, translated by Stuart Kendall and Michelle Kendall (Stanford: Stanford University Press, 2004), especially "Preface: What is the Purpose of Criticism?", pp. 1-6.

week 012 1 April — Communities of Sex & Pleasure (MB1/ET2)

This week examines the role of pleasure as a force that binds, distinguishes, and provokes a community; readings include:

Bammer, Angelika. Ch. 6, "Writing towards the Not yet: Utopia as Process," *Partial Visions: Feminism and Utopianism in the 1970s*. New York: Routledge, 1991.

Helene Cixous, *The Laugh of the Medusa*

Michel Foucault, *Ethics: Subjectivity and Truth (Essential Works of Foucault 1954-1984 Volume 1)*, edited by Paul Rabinow (New York: New Press, 1997), pp. 121-252.

Pat Califia, *Public Sex: The Culture of Radical Sex*, Second Edition (Cleis Press, 2000). (selections TBA)

Patrick Califia, *Speaking Sex to Power: The Politics of Queer Sex* (Cleis Press, 2001). (selections TBA)

screening: *Tongues Untied*, Marlon Riggs

Recommended Readings

Luce Irigaray, excerpts from “This Sex Which is Not One”

Jean-Luc Hennig, *The Little Black Book of Grisélidis Réal: Days and Nights of an Anarchist Whore*, translated by Ariana Reines With Grisélidis Réal (New York: Semiotext(e), 2009).

Whores and Other Feminists, edited by Jill Nagle (New York: Routledge, 1997).

EVALUATION

1 Critical Responses: 30% (15% each)

2 Research Paper Proposal: 15%

3 Final Research Paper: 35%

4 Class Participation: 20%

Critical Responses

Value: 30%

Due Dates (in class): week 004; week 006.

Description: For two classes you are required to write a critical response (approx. 1000 words) to the assigned readings. You may focus on an analysis of one particular reading or you may address comparisons and differences among several readings. You should draw on the accompanying lecture to guide your response. Your response must demonstrate a clear understanding of the argument made by the text(s) under discussion and should briefly take a critical position with respect to that argument.

Research Paper Proposal

Value: 15%

Due Date (in class): week 009.

Description: The proposal for the final research paper requires that you provide a detailed description of the problem you will address in your final paper (approx 1500 words). The proposal will include an outline of the problem you will address, the outline of your argument, and a list of sources including at least five annotated sources in your bibliography.

Research Paper

Value: 35%

Due Date: TBA.

Description: The final research paper will demonstrate a capacity for textual research (and in particular for synthesizing and responding critically to secondary sources), clarity of exposition, observance of appropriate documentation protocols, and capacity to develop a sustained argument on a prescribed topic. The topics for the research paper will be suggested during course lectures and discussion. You may choose one of those topics; or you may adapt, with the approval of the instructor, one of those topics to your own area of interest; or formulate, again with the approval of the instructor, your own topic

based on material covered in the course. In every case you will be required to write a formal research paper on that topic (4000 words). Papers are due, in hard copy form, April 15.

Class Participation

Value: 20%

Description: You are expected to attend every lecture and come to class prepared to discuss the readings and engage the course instructor and guest lecturers on the topics under consideration. Critical discussion and engagement are essential elements in the development your position with respect to both the readings and your research.

Evaluation will be carried out in accordance with the Graduate Grading and Evaluation Practices Policy (and how that policy is interpreted and applied in this Faculty). The *University of Toronto, School of Graduate Studies, 2009 – 2010 Calendar*, pages 35 to 39 explains that policy in detail.

PLAGIARISM

University of Toronto code of Behaviour on Academic Matters states that "it shall be an offense for a student knowingly: to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism."

For accepted methods of standard documentation formats, including electronic citation of internet sources please see the U of T writing website at:

<http://www.utoronto.ca/writing/document.html#elect>

The full Code of Behaviour regulations could be found from consulting

<http://www.sgs.utoronto.ca/current/calendar/regulations16.asp>

writing and English language

As well as the faculty writing support, please see English Language and writing support at University of Toronto: <http://www.sgs.utoronto.ca/english/> and <http://www.utoronto.ca/writing/advise.html>. Students have commented that they found the latter address extremely helpful for writing term papers.

The following are also useful:

Sylvan Barnett, *A Short Guide to Writing About Art*. 5-7th edition (New York: Harper-Collins, 1997)

William Strunk Jr., E.B. White, *The Elements of Style* (New York: MacMillan Publishing)

LATE WORK

All assignments are due in class at the specified time and date.

Late submission will result in a 5% deduction (of each assignment's total grade) per business day, excluding weekends.

In the case of illness or other special circumstance, notification should be given to the instructors and the Program Office as soon as possible and before the deadline in question.

Late work submitted after the final day of classes, TBA, is not acceptable without prior written permission from the Program Director.