

Course Outline

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**COURSE:** LAWS 5903 / ENGL 5900Y /CLMD 6104W – Law, Culture, and Dissent

**TERM:** Winter - 2018

**PREREQUISITES:** *(Please refer to the public schedule on Carleton Central)*

**CLASS:** **Day & Time:** Wednesdays 11:35 – 2:25  
**Room:** Please check with Carleton Central for current room location

**INSTRUCTOR:** Dr. Philip Kaisary

**CONTACT:** **Office:** D485  
**Office Hrs:** Mondays 1:15 – 3:15  
**Telephone:** 613-520-2600 x. 4181  
**Email:** [Philip.Kaisary@carleton.ca](mailto:Philip.Kaisary@carleton.ca)

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#### **Academic Accommodations:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://carleton.ca/equity/>

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/>

#### **Plagiarism**

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which

the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence.

More information on the University's **Academic Integrity Policy** can be found at: <http://carleton.ca/studentaffairs/academic-integrity/>

**Student Services:** The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4<sup>th</sup> floor of MacOdrum Library or online at carleton.ca/csas

### **Department Policy**

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations.

<http://carleton.ca/law/current-students/>

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## **COURSE DESCRIPTION**

To dissent is to disagree and be at variance: to refuse an established order, to diverge from orthodoxy, to oppose, critique, quarrel or resist. Contiguous with dissent is the demand for revolutionary transformation. Drawing on a diverse corpus of materials including film, this course will examine how dissent has been facilitated and energized, suppressed and silenced, represented and understood from Ancient Greece to our contemporary moment. Our methodological approach will be comparative, contextual, and interdisciplinary, drawing on insights from multiple sub-fields with particular attention focused on the flourishing "law and humanities" movement. Throughout, we will ask questions focused on the productive capacities and limitations of the law and humanities project, posing the question of how it might aid in the representation, recuperation, and re-imagining of revolutionary, dissenting justice.

## **REQUIRED TEXTS**

The schedule below contains full details on all the required and further readings. The readings will be available through the University Library and where possible posted in ARES.

Though the schedule contains recommended editions of the primary texts, generally speaking, any reputable edition will be sufficient. In some instances, I have included suggested alternative editions.

## **EVALUATION**

Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

### **1. Seminar Presentation 25%**

Each student will be required to present material once a semester on one or more readings. The formal presentation should

last from 15 to 20 minutes. In addition, the presenter is responsible for facilitating class discussion for 40–45 minutes following their presentation. The goal of the formal presentation is for the student to clarify his/her thoughts on the reading(s) examined and to provide material for discussion in class. The presenter might want to summarize the argument, analyze it, point out problems, and ask pertinent questions relevant to the reading(s). To facilitate discussion, the presenter will ask questions of the students, respond to questions, and add information. You can distribute hand-outs and/or use PowerPoint but, if you choose to do the latter, please be careful not to let the PPT take the place of your presentation (that is do not simply read the PPT slides). Grades and comments on the presentations will be provided one week after the presentation.

## **2. Research outline and annotated bibliography 20%**

Each student will submit a research outline and annotated bibliography of 5–6 pages detailing your proposed final essay. **The outline is due by 11:55pm on Friday March 23, 2018.** It must be submitted electronically via CU Learn in advance of the deadline.

## **3. Final Essay 40%**

Each student will submit a final essay of a maximum length of 3,000 words in total (excluding footnotes and bibliography). It must have a clear thesis, be driven by a structured argument, and provide a sustained analysis of at least one of the books, films, issues, debates, or questions that we have examined in the course. While you must engage with at least some of the literature that we have studied, you will, of course, be expected to conduct independent research.

**The paper is due by 11:55pm on Friday April 6, 2018.** It must be submitted electronically via CU Learn in advance of the deadline.

### **Final Essay Late Penalties and Extensions:**

- Deduction of 5% marks if the assignment is submitted after the deadline but within 24 hours of the deadline.
- A further 5% if the assignment is submitted 24 – 48 hours late.
- A further 10% is deducted at the beginning of each day thereafter (at 12:01am) including weekend days.

Extensions can only be granted for serious illness (with a medical note) or serious family emergency (with supporting documents).

## **4. Attendance and Participation 15%**

## **SCHEDULE**

### **Seminar 1 *Introduction – Jan. 10***

\*\* Sign up for presentations \*\*

### **Seminar 2 *Socrates and the Invention of Dissent – Jan. 17***

Required Reading:

Plato, *The Apology of Socrates* and *Crito*.

Many editions are available; I recommend the following version, which includes a wealth of supplementary scholarship and additional primary materials:

Thomas C. Brickhouse & Nicholas D. Smith, *The Trial and Execution of Socrates: Sources and Controversies* (Oxford University Press, 2002).

The page references in the above edition are: 42–64 (*Apology*) and 65–77 (*Crito*).

Also, try to read the essays in Part 2, Chapter 8: “Socrates and Obedience to the Law” (224–250)

### **Seminar 3 *Antigone* – Jan. 24**

Required Reading:  
Sophocles, *Antigone*

Again, there are many editions. I recommend:

Sophocles, *Antigone*, *Oedipus the King*, *Electra*, Trans. H. D. F. Kitto, Ed. Edith Hall, (Oxford University Press, 2008): 1–45.

Further Reading:

*Antigone* is much written about by law and literature scholars. Any of the following would be a good place to start for further reading:

Philippe Nonet, “Antigone’s Law,” *Law, Culture and the Humanities* Vol. 2, No. 3 (2006): 314–335  
[https://journals-scholarsportal-info.proxy.library.carleton.ca/pdf/17438721/v02i0003/314\\_al.xml](https://journals-scholarsportal-info.proxy.library.carleton.ca/pdf/17438721/v02i0003/314_al.xml)

Jill Frank, “The Antigone’s Law,” *Law, Culture and the Humanities* Vol. 2, No. 3 (2006): 336–40.  
[https://journalsscholarsportalinfo.proxy.library.carleton.ca/pdf/17438721/v02i0003/336\\_tal.xml](https://journalsscholarsportalinfo.proxy.library.carleton.ca/pdf/17438721/v02i0003/336_tal.xml)

Bonnie Honig, *Antigone, Interrupted* (Cambridge University Press, 2013)

Žižek’s rewrite of *Antigone* is also provocative:

Slavoj Žižek, *Antigone* (London: Bloomsbury Academic, 2016)

### **Seminar 4 *Benito Cereno* – Jan. 31**

Required Reading:  
Herman Melville, *Benito Cereno* [1855]

Again, there are many editions. The text is included in the following collection:

Herman Melville, *Billy Budd, Bartelby, and Other Stories* (Penguin, 2016)

Further Reading:

*Benito Cereno* is also regarded as a classic law and literature text; it has generated a wealth of secondary criticism in all the major law and literature / law and humanities journals. In addition, I highly recommend Greg Grandin’s *Empire of Necessity*:

Greg Grandin, *Empire of Necessity: Slavery, Deception, and Freedom in the New World* (Metropolitan Books, 2014)

### **Seminar 5 *Herland* – Feb. 7**

Required Reading:

Charlotte Perkins Gilman, *Herland* [1915] (Vintage, 2015)  
(Or any edition you can obtain – the Dover Thrift Edition is perfectly good.)

**Seminar 6 Disaster and Dissent: Richard Wright and the 1927 Mississippi Flood – Feb. 14**

Required Reading:

Richard Wright, “Down By The Riverside” [1938] In: Richard Wright, *Uncle Tom’s Children*, (Harper Perennial, 2008): 62–124.

Further Reading:

John Barry, *Rising Tide: The Great Mississippi Flood of 1927 and How It Changed America* (Simon & Schuster, 1997)

Susan Scott Parish, *The Flood Year 1927: A Cultural History* (Princeton University Press, 2017)

Philip Kaisary, “The Mississippi Flood of 1927: The Literature and Blues of a Disaster” [essay in preparation; draft PDF to be posted on CU Learn]

**\*\*\* CARLETON WINTER BREAK FEB. 19–23 \*\*\***

**Seminar 7 Césaire and Anti-Colonialism – Feb. 28**

Required Reading:

Aimé Césaire, *Discourse on Colonialism / Cahier d’un retour au pays natal* [1939] Ed. & Trans. Mireille Rossello, Trans. Annie Pritchard (Bloodaxe Books, 1995)

Nick Nesbitt, ‘Négritude’ in: *Africana: The Encyclopedia of the African American Experience*. 2<sup>nd</sup> Ed. Vol. 4. Eds. Kwame Anthony Appiah and Henry Louis Gates Jr., (Oxford University Press: 2005): 193–199.

Further Reading:

The introduction to the Bloodaxe edition has a great introductory essay and suggestions for further reading.

Aimé Césaire, *Discourse on Colonialism* (Trans. Joan Pinkham, Monthly Review Press, 2001)

Philip Kaisary, *The Haitian Revolution in the Literary Imagination: Radical Horizons, Conservative Constraints* (University of Virginia Press, 2014): 21–28.

**Seminar 8 Sartre – Mar. 7**

Required Reading:

Jean-Paul Sartre, *Dirty Hands* in: Jean-Paul Sartre, *No Exit and Three Other Plays*, trans. Stuart Gilbert, (Vintage, 1989): 145–241.

Further Reading:

Jean-Paul Sartre, “*What is Literature?*” with an introduction by David Caute (Routledge, 2001): Introduction and chapters 1 & 2; vii–xxi; 1–49.

**Seminar 9 *Blade Runner* – Mar. 14**

Required Viewing:

Ridley Scott (dir.), *Blade Runner: The Final Cut* (1993)

Denis Villeneuve (dir.), *Blade Runner 2049* (2017)

Further Reading:

Philip K. Dick, *Do Androids Dream of Electric Sheep?* [1968] (Del Rey, 1996)

**Seminar 10 *Edward Snowden* – Mar. 21**

Required Viewing:

Laura Poitras (dir.), *Citizenfour* (2014)

Required Reading:

Edward Snowden, “Statement From Moscow” [PDF to be posted on CU Learn]

Further Reading:

Arundhati Roy and John Cusack, *Things That Can and Cannot Be Said: Essays and Conversations* (Haymarket Books, 2016)

**Seminar 11 *Rebecca Solnit* – Mar. 28**

Required Reading:

Rebecca Solnit *Hope in the Dark: Untold Histories, Wild Possibilities* (Haymarket Books, 2016)

**Seminar 12 Conclusions – Apr. 4**