

# FYSM 1210 Philosophy of Protest

**Class schedule:** Tuesdays and Thursdays 11:35-12:55pm

**Room:** See in Carleton Central

**Instructor:** Dr. Marie-Pier Lemay

Department of Philosophy Paterson Hall

Office: 3A45 Paterson Hall

Office Hours: TBD

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## I. Course description

Together, we will examine the moral and political dimensions of contemporary social movements against injustices. From sharing a story on Instagram or TikTok to throwing soup on the Mona Lisa, current forms of activism allow us to reinterpret long-lasting debates in philosophy on our moral duty to protest against injustices. We will first explore the meaning of oppression and injustice before looking at contemporary debates on our responsibility to protest them. For instance, how much political responsibility do individuals like Taylor Swift hold in challenging injustices? Secondly, we will read classics in the philosophy of civil disobedience, from Plato to Martin Luther King, to help us to understand recent environmental movements like *Fridays for Future* and *Extinction Rebellion*. Lastly, we explore the emotions and self-attitudes that are often part of becoming politically engaged in one's community. Throughout the term, we will discuss digital activism and ask whether physically attending a protest for a cause you believe in is more virtuous or moral than engaging in activism on social media.

## II. Learning Outcomes

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

- ***defend an argument orally:*** Students should feel comfortable expressing their views in the classroom. I understand, however, it may take time to build that environment for all students.
- ***Format and structure essays using effective planning:*** Students should be able to organize their thoughts coherently to make a persuasive argument.
- ***Analyze or evaluate contemporary examples by drawing on the various theories/frameworks:*** students will be able to apply theories of protests and civil disobedience to daily and contemporary examples.
- ***Differentiate and explain key concepts from the class and apply them to analyze case studies:*** students will be assessed through exams.

## III. Texts

Required Textbook: None. All readings will be electronically available on the course website.

## IV. Course calendar

Week and Topic	Date	Readings	Assignments due
1: Course introductions	Tue., Jan. 7	<ul style="list-style-type: none"> <li>No reading.</li> </ul>	Not Applicable (NA)
2: Oppression	Thu., Jan. 9	<ul style="list-style-type: none"> <li>Frye, Marilyn. Oppression, <i>Politics of Reality</i>.</li> </ul>	NA
2: Structural Injustice	Tue., Jan. 14	<ul style="list-style-type: none"> <li>Young, Iris Marion. 2011. <i>Responsibility for Justice</i>, pp. 43–52. (W)</li> </ul>	NA
3: Workshop	Thu., Jan. 16	<ul style="list-style-type: none"> <li>No reading</li> </ul> <p><i>In-Class workshop on writing philosophy with CSAS</i></p>	NA
3: Structural Injustice	Tue., Jan. 21	<ul style="list-style-type: none"> <li>Young, Iris Marion. 2003. <i>From Guilt to Solidarity</i>. (W)</li> </ul>	NA
4: Civil Disobedience	Thu., Jan. 23	<ul style="list-style-type: none"> <li>Plato, <i>Crito</i>.</li> <li><a href="https://1000wordphilosophy.com/2018/12/30/platos-crito-when-should-we-break-the-law/?fbclid=IwY2xjawEvgf1leHRuA2FlbQIxMAABHQh0zI2_uCBIPop36pTBsvhy6sAmn0fVx-M5sUxxCLO4GAtgZI-oYilnPw_aem_t4f8KZXmYDe4xBm-9KbtkA">Plato's Crito: When Should We Break the Law?</a> (https://1000wordphilosophy.com/2018/12/30/platos-crito-when-should-we-break-the-law/?fbclid=IwY2xjawEvgf1leHRuA2FlbQIxMAABHQh0zI2_uCBIPop36pTBsvhy6sAmn0fVx-M5sUxxCLO4GAtgZI-oYilnPw_aem_t4f8KZXmYDe4xBm-9KbtkA)</li> </ul>	NA
4: Civil Disobedience	Tue., Jan. 28	<ul style="list-style-type: none"> <li>King, Martin Luther, Jr. 2018. <i>Letter from Birmingham Jail</i>. Penguin Modern. London, England: Penguin Classics.</li> </ul>	NA
5: Civil Disobedience	Thu., Jan. 30	<ul style="list-style-type: none"> <li>Delmas, Candice. 2016. "Civil Disobedience." <i>Philosophy Compass</i> 11 (11): 681–91. <a href="https://doi.org/10.1111/phc3.12354">https://doi.org/10.1111/phc3.12354</a>.</li> </ul>	NA
5: Carleton University Art Gallery Visit	Tue., Feb. 4	<ul style="list-style-type: none"> <li><a href="https://hiphination.org/season-3-episodes/s3-episode-8-uncivil-disobedience/">Podcast: Hi-Phil Nation S3, Episode 8: Uncivil Disobedience (May 25th, 2019)</a> (https://hiphination.org/season-3-episodes/s3-episode-8-uncivil-disobedience/)</li> </ul> <p><i>Class meets at the <a href="#">Art Gallery</a> on campus to see this exhibition together: <a href="#">Air of Now and Gone</a></i></p>	NA
6: Midterm Essay Outline	Thu., Feb. 6	Midterm in-class essay outline	Midterm Essay Outline (5%)

Week and Topic	Date	Readings	Assignments due
6 Violence	Tue., Feb. 11	<ul style="list-style-type: none"> <li>Souza dos Santos, Eraldo. 2022. <a href="https://www.thephilosopher1923.org/post/the-new-basics-violence">Violence</a>. (https://www.thephilosopher1923.org/post/the-new-basics-violence)</li> </ul>	NA
7. Midterm in-class essay	Thu., Feb. 13	Midterm in-class essay	Midterm in-class essay (25%) & Creative Project outline due on Friday (5%)
Fall Break	Tue., Feb. 18	<ul style="list-style-type: none"> <li>No class</li> </ul>	NA
Fall Break	Thu., Feb. 20	<ul style="list-style-type: none"> <li>No Class</li> </ul>	NA
8: Climate Emergency	Tue., Feb. 25	<ul style="list-style-type: none"> <li>Malm, Andreas. 2021. <i>How to Blow up a Pipeline: Learning to Fight in a World on Fire</i>. First edition paperback. London ; New York: Verso, pp. 5-30</li> </ul>	NA
8: Climate Emergency	Thu., Feb. 27	<ul style="list-style-type: none"> <li>Read, Rupert. 2024. <a href="https://aeon.co/essays/is-civil-disobedience-a-moral-obligation-in-a-time-of-climate-crisis">Emergency action: Could civil disobedience be morally obligatory in a society on a collision course with climate catastrophe?</a> (https://aeon.co/essays/is-civil-disobedience-a-moral-obligation-in-a-time-of-climate-crisis)</li> </ul>	NA
9: Vandalism	Tue., Mar. 4	<ul style="list-style-type: none"> <li>Lim, Chong-Ming. 2023. <a href="https://www.ideology-theory-practice.org/blog/vandalising-tainted-commemorations-a-precis/">Vandalising tainted commemorations: A précis</a> (https://www.ideology-theory-practice.org/blog/vandalising-tainted-commemorations-a-precis/)</li> </ul>	NA
9: Vandalism	Thu., Mar. 6	<ul style="list-style-type: none"> <li>Kowalewski, Jakub. 2023. <a href="https://blog.apaonline.org/2023/07/13/in-the-name-of-the-climate-on-throwing-stuff-at-art/">In the Name of the Climate: On Throwing Stuff at Art</a>. (https://blog.apaonline.org/2023/07/13/in-the-name-of-the-climate-on-throwing-stuff-at-art/)</li> </ul>	NA
10: Anger	Tue., Mar. 11	<ul style="list-style-type: none"> <li>Lorde, Audre. 1981. "The Uses of Anger." <i>Women's Studies Quarterly</i>, October. <a href="https://academicworks.cuny.edu/wsq/509">https://academicworks.cuny.edu/wsq/509</a></li> </ul>	NA
10: Anger	Thu., Mar. 13	<ul style="list-style-type: none"> <li>Cherry, Myisha, 2020. <a href="https://www.theatlantic.com/ideas/arc">Anger Can Build a Better World</a>. (https://www.theatlantic.com/ideas/arc)</li> </ul>	Creative project due (15%)

Week and Topic	Date	Readings	Assignments due
		hive/2020/08/how-anger-can-build-better-world/615625/).	
11: Love	Tue., Mar. 18	<ul style="list-style-type: none"> <li>Emerick, Barrett. 2021. "Love, Activism, and Social Justice." In <i>Love, Justice, and Autonomy: Philosophical Perspectives</i>, edited by Rachel Fedock, Michael Kühler, and T. Raja Rosenhagen. Routledge. <a href="https://philarchive.org/rec/EMELAA">https://philarchive.org/rec/EMELAA</a></li> </ul>	NA
11 Self-Respect	Thu., Mar. 20	<ul style="list-style-type: none"> <li>Boxill, Bernard R. 1976. "Self-Respect and Protest." <i>Philosophy and Public Affairs</i> 6 (1): 58–69.</li> </ul>	NA
12: Creative project presentation	Tue., Mar. 25	Creative project presentation	Creative project presentation (15%)
12: Creative project presentation	Thu., Mar. 27	Creative project presentation	Creative project presentation (15%)
13: Creative project presentation	Tue., Apr. 1	Creative project presentation	Creative project presentation (15%)
13: Creative project presentation	Thu., Apr. 3	Creative project presentation	Creative project presentation (15%)
14: Creative project presentation and Class revision	Tue., Apr. 8	Creative project presentation & Class revision	Creative project presentation (15%)
Final Exam	TBD	Final Exam during the exam period	Final Exam (25%)

## V. Evaluation:

Students will be assessed on four components: (1) participation, (2) a midterm exam in two parts, (3) a final exam, and (4) a creative project (including: an outline, a description of the project, and an oral presentation of it).

- Participation (20% of the final grade): Come to class prepared, having read the texts that will be discussed. Be attentive to what your classmates are saying and try to advance the discussions accordingly.

I will grade this according to a point system (max. 20 points). There are three ways you can earn points:

- Come to office hours. You can earn 2 points by coming to office hours – even if just to say hello. There is no limit on how often you can come to office hours, but you only earn points once!
- Ask a question or make a comment in class. You will receive 1 point for asking or answering a substantive question in class or for making a comment as part of a

class discussion. To receive points, hand me a slip of paper (not a full sheet, just a scrap is fine) at the end of a class in which you ask a question or make a comment. Include your full name and a brief cue to remind me about the nature of your comment. Maximum two per week to earn points, but you are more than welcome to intervene more than twice every week!

3. Listen and reflect. You can receive 1 point for submitting a one- or two-paragraph reflection on some aspect of the discussion from the previous class session. These must be submitted on Brightspace in the weekly discussion forum by the following Friday every week. These reflections must be thoughtful, and you must refer to something your classmate(s) had said (you must give details about specific conversations). (Maximum one per week.)

4. At the end of every class, I will write a question on the board or my slides, and you may choose to answer it for 1.5 points. You need to write minimum 5 sentences on paper and to hand me this piece of paper.

\*\*\* I will take attendance every class and you are entitled to miss three classes without filling up [the self-declaration form](#). After three classes, each class missed without this form will permanently cost you one point on your participation grade; these lost points cannot be regained.

- Outline of midterm exam (5% of the final grade): You will choose to answer one essay question out of three on the course material. You will need to write an outline of an essay containing the main authors/arguments mobilized and the different steps of your argumentation. You will be allowed to bring a handwritten “cheat sheet”.
- Midterm exam (15% of the final grade): This midterm exam will ask you to pick what you wrote in the outline and write a short essay based on the course material. You will be allowed to bring a handwritten “cheat sheet.”
- Final exam (25% of the final grade): The final exam will be cumulative and composed of long-development questions. This will take place during the exam period. You will be allowed to bring a handwritten «cheat sheet.”
- Plan/Outline of the creative project (5% of the final grade): You will produce a short document (1-2 page) explaining your creative project. You can do this project individually or collectively (groups of 3 or 4).
- Creative project (15% of the final grade): Over the course of this class, I invite you to reflect on how we might respond to various types of justice. In your final project, I ask you to enter into a dialogue with a social movement (one you agree or disagree with) or to address a specific type of injustice. Your final project can be completed in any medium of your choice. What medium can you use? The possibilities are open but here are a few examples: radio ad, banner for inside a bus, posters for a public place, a hashtag campaign (make the twitter (X) handle, hashtag and provide a list of tweets), an art installation, design an awareness conference, event or concert, novel/poem, podcast, newspaper article, open ed, blog post, PowerPoint or Prezi presentation, painting, video, artistic performance, comic strip, analysis of an online community, etc.

You will need to submit a written reflection on your creative project, connecting your piece to readings and discussions we have done in class. You are encouraged to work on this creative project in a team, but you can do this project individually.

- In-class presentation of creative projects (and Q&A) (15% of the final grade): 5-8 minutes presentation about your project following by a 7-10 min of Q&A (total: 15 min). You will be evaluated on both: your capacity to present your project and to answer questions about it. Note that these will be audio-recorded for grading purpose. You can do this project individually or collectively.
- Incentive Program (bonus points: 3% of the final grade): If you complete a workshop from the Incentive Program and write a short reflection about it, you can earn a bonus point (to a maximum of three bonus points). See information below.

## VI. CSAS Incentive Program:

This course has been registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). The Incentive Program is **fully online**. CSAS Learning and Writing Support Workshops are designed to help students cultivate and refine their academic skills for a university environment. To earn 3% bonus marks, students are expected to complete three workshops throughout the term. The workshops must be completed by **April 8** to receive credit for the Incentive Program.

Below are the dates with which the 2025 Winter term runs:

- January 6 – April 8

The online [Learning and Writing Support Workshops](#) will be available to students from **September 1, 2024 to August 31, 2025**. Please ensure that you complete the workshops by your course-specific deadline.

### Access Workshops:

To access the online workshops, please self-enrol on the CSAS [Online Resources](#) page.

### Attendance:

For students' attendance to be captured, they must complete all workshop components and achieve 100% on the final assessment. Once students achieve 100% on the final assessment, they will receive a **Record of Completion award** from Brightspace. Students will need to download the Record of Completion PDF for each applicable workshop and submit them to the assignment submission box within their instructor's course. For more information about workshop attendance and submitting the Records of Completion, please visit the [Incentive Program Participation Policies](#) on our website.

To view the complete list of the workshops and their descriptions, please visit the [Learning and Writing Support Workshops](#) page on the CSAS website.

For further information on the Incentive Program, please visit the [FAQs page](#). For additional questions, please contact the Centre for Student Academic Support at [csas@carleton.ca](mailto:csas@carleton.ca).

## VII. Course Policies (Including late work)

You are given **three (3) grace days** that you can use for the duration of this course. These are penalty-free and no-questions-asked extensions. Treat these as a failsafe rather than planning to use them. Note that only the creative project outline and the creative project are eligible for grace days. For in-class assignments, grace days do not apply.

Unless other arrangements are made, in advance and in writing, with the course instructor, **late assignments for essays** will be penalized by 5% for the first day they are late and then 2% for every subsequent day (including weekends), unless accompanied by documented evidence or a filled [self-declaration form](#).

All assignments should be submitted to me through the Brightspace dropbox. Please submit a file in Word or Rich Text Format (no .pdf files please). It is your responsibility to be certain that I can open your document on Brightspace (no corrupted file). If I cannot open it, you will receive a zero (0%) for this assignment.

If you **email** me, use your Carleton email address, and write the course code in the subject line. If you haven't received a response within 48 hours (excluding weekends), feel free to send me a quick follow-up email.

If you have a general question about the course or any assignment, I strongly encourage you to post this question in the **"Ask your instructor" discussion forum** on Brightspace.

## **VIII. Statement on Plagiarism**

### **Generative artificial intelligence (AI) tools (CHATGPT, ETC.)**

We would discuss this more in class together, but I would encourage you to refrain yourself for using these tools for your work submitted for this class. I want to be able to hear your distinctive voice when I read your essay and these tools will not reproduce your voice.

Using AI tools to generate content for assignments, and presenting it as one's own original work, as well as copying or paraphrasing the content produced by AI tools without proper citations or the instructor's consent, are both considered to be in violation of academic integrity.

Note that I can ask you to submit drafts or answer questions on the writing process if I have suspicions that you did not write what you submitted for this course.

## **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

### **Examples of plagiarism include, but are not limited to:**

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;

- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

## **Department of Philosophy and Carleton University Policies (Fall/Winter 2024-25)**

### **Assignments:**

Please follow your professor's instructions on how assignments will be handled electronically. There will be NO hard copies placed in the essay box this coming year.

### **Evaluation:**

Standing in a course is determined by the course instructor subject to the approval 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 Dean.

### **Deferrals for Term Work:**

If students are unable to complete term work because of illness or other circumstances beyond their control, they should contact their course instructor no later than *three working days* of the due date. Normally, any deferred term work will be completed by the last day of the term. Term work cannot be deferred by the Registrar.

### **Deferrals for Final Exams:**

Students are expected to be available for the duration of a course including the examination period. Occasionally, students encounter circumstances beyond their control where they may not be able to write a final examination or submit a take-home examination. Examples of this would be a serious illness or the death of a family member. If you miss a final examination and/or fail to submit a take-home examination by the due date, you may apply for a deferral no later than *three working days* after the original due date (as per the University Regulations in [Section 4.3 of the Undergraduate Calendar](#)). Visit the [Registrar's Office](#) for further information.

### **Plagiarism:**

It is the responsibility of each student to understand the meaning of 'plagiarism' as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. ([Section 10.1 of the Undergraduate Calendar Academic Regulations](#))

### **Academic Accommodation:**

You may need special arrangements to meet your academic obligations during the term:

- *Pregnancy or religious obligation:* write to your professor 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 [EDC](#) website.
- *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 your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class test or exam requiring accommodation. After requesting accommodation from PMC, meet with your professor to ensure accommodation arrangements are made.

- *Survivors of Sexual Violence:* As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per [Carleton's Sexual Violence Policy](#).
- *Accommodation for [Student Activities](#):* Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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.

### **Important Dates:**

Sept. 4	Classes start.
Sept. 17	Last day for registration and course changes for fall term and fall/winter (two-term) courses.
Sept. 30	Last day for entire fee adjustment when withdrawing from fall term or two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
Oct. 14	Statutory holiday. University closed.
Oct. 21-25	Fall Break – no classes.
Nov. 22	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, before the official examination period.
Dec. 6	Last day of fall term classes. <b><i>Classes follow a Monday schedule</i></b> . Last day for academic withdrawal from fall term courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for a fall term course.
Dec. 9-21	Final examinations for fall term courses and mid-term examinations in two-term courses. Examinations are normally held all seven days of the week.
Dec. 21	All take-home examinations are due.
Jan. 6	Classes begin.
Jan. 17	Last day for registration and course changes in the winter term.
Jan. 31	Last day for a full fee adjustment when withdrawing from winter term courses or from the winter portion of two-term courses. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
Feb. 17	Statutory holiday. University closed.
Feb. 17-21	Winter Break – no classes.

Mar. 15	Last day for academic withdrawal from fall/winter and winter courses.
Mar. 25	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period.
Apr. 8	Last day of two-term and winter term classes. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for two-term and for winter term courses.
Apr. 9-10	No classes or examinations take place.
Apr. 11-26	Final examinations for winter term and two-term courses. Examinations are normally held all seven days of the week.
Apr. 18	Statutory holiday. University closed.
Apr. 26	All take-home examinations are due.

### **Addresses:**

Department of Philosophy:  
[www.carleton.ca/philosophy](http://www.carleton.ca/philosophy)  
 520-2110

Registrar's Office:  
[www.carleton.ca/registrar](http://www.carleton.ca/registrar)  
 520-3500

Academic Advising Centre:  
[www.carleton.ca/academicadvising](http://www.carleton.ca/academicadvising)  
 520-7850

Writing Services:  
<http://www.carleton.ca/csas/writing-services/>  
 520-3822

MacOdrum Library  
<http://www.library.carleton.ca/>  
 520-2735