

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Winter 2023

SOCI 2820 – Anarchism & Anti-authoritarianism: Work, love, & beauty

Instructor: Alexis Shotwell

Office Hours: Some in your working circles, individual ones by appointment through <https://calendly.com/alexis-shotwell>, or email me if the times listed there don't work for you.

Email: alexis.shotwell@carleton.ca

Class meets: 8:35-9:25 – Circle activities
9:35-11:25 – Whole-class activities

Method of Delivery: In Person, Tory Building 208

Prerequisites: none

Course Description:

What constitutes a good society? Do humans need to live in fixed hierarchies in order to thrive and not destroy one another and the world? Is it possible to build a world in which we are all free? How would we take care of each other and our world in such a society? Is beauty necessary to a good life? This course shares how anarchist thinkers have answered these and other questions.

Our overarching objectives for the class include leaving the semester with a clear understanding about the forms of anarchism we'll discuss, deepened capacities for reading comprehension and reflection, improved skills in lateral engagement with fellow students, and a capacity to articulate what would constitute your own expression of freedom in a free society. Each of us will set our own particular learning objectives for the course.

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the professor in this course. However, you are expected to conduct yourself in such a way that shows respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others will not be tolerated, and we'll set collective agreements together about how we'll get on with each other.

Carleton University is on the unsundered, uncaded territories of the Algonquin nation. We have a responsibility as people working, studying, and living here to work on being in better relation to the Algonquin people and to adhere to Algonquin protocols in those relations.

Reading (s)/Textbook (s):

Date	What are we reading?	What's due?
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January 12, 2023 (opening the circle)	To Change Everything https://crimethinc.com/tce	
January 19, 2023 (intro)	<p>Goldman, Emma. "Anarchism: What it really stands for" in <i>Anarchism and Other Essays</i>. https://theanarchistlibrary.org/library/emma-goldman-anarchism-and-other-essays.</p> <p>Parsons, Lucy. "The Principles of Anarchism." The Anarchist Library. https://theanarchistlibrary.org/library/lucy-c-parsons-the-principles-of-anarchism.</p> <p>"Anarchist Theory and Practice" and "Types of Anarchists" in Ervin, Lorenzo Kom'boa. <i>Anarchism and the Black Revolution and Other Essays</i>. Philadelphia, PA: Monkeywrench Press, 1994. 64-74 or via http://www.blackrosefed.org/wp-content/uploads/2016/02/Black-Anarchism-A-Reader-4.pdf</p>	Self-reflection #1
January 26, 2023	<p>Dixon, Chris. "Building 'Another Politics': The Contemporary Anti-Authoritarian Current in the US and Canada." <i>Anarchist Studies</i> 20, no. 1 (2012). Pp 32-60 https://journals.lwbooks.co.uk/anarchiststudies/vol-20-issue-1/article-9276/</p> <p>"Introduction" in Ross, Kristin. <i>Communal Luxury: The Political Imaginary of the Paris Commune</i>. Reprint edition. London New York: Verso, 2016. Pp 1-9.</p> <p>"Stateless black" in Anderson, William C. <i>The Nation on No Map: Black Anarchism and Abolition</i>. Chico: AK Press, 2021.pp 1-38</p>	
February 2, 2023 (work)	<p>Wetzel, Tom. "Introduction" and "Freedom and Oppression" in <i>Overcoming Capitalism: Strategy for the Working Class in the 21st Century</i>. Chico: AK Press, 2022. 1-42</p> <p>"VioMe and Notara 26: Two nodes in Greek self-management" in Milstein, Cindy, ed. <i>Deciding for Ourselves: The Promise of Direct Democracy</i>. Chico: AK Press, 2020. Pp 107-119</p>	
February 9, 2023 (work)	Hartman, Saidiya. "Wayward: A Short Entry on the Possible" and "The Anarchy of Colored Girls Assembled in a Riotous Manner" in <i>Wayward Lives, Beautiful Experiments</i> . New York, NY: W. W. Norton & Company, 2019. Pp 227-261	Summative proposals
February 16, 2023	Circle work in class time	
February 23, 2023	Reading week	

March 2, 2023 (love)	<p>Piepzna-Smarasinha, Leah Lakshmi. “Loving Stacey: An Honor Song” in <i>The Future Is Disabled</i>. Vancouver: Arsenal Pulp Press, 2022.</p> <p>Hall, Laura. “Indigenist Intersectionality: Decolonizing an Indigenous Eco-Queer Feminism and Anarchism.” <i>The Institute for Anarchist Studies</i> (blog), February 15, 2017. https://anarchiststudies.org/indigenist-intersectionality-decolonizing-an-indigenous-eco-queer-feminism-and-anarchism-by-laura-hall/.</p> <p>“Solidarity” and “Speech in El Monte, CA” in Magon, Ricardo Flores. <i>Dreams of Freedom : A Ricardo Flores Magon Reader</i>. Edited by Chaz Bufe and Mitchell Cowen Verter. Illustrated edition. Oakland, CA: AK Press, 2005. Pp 278-283</p>	Summative half-way
March 9, 2023 (love) (March 15=last day to withdraw)	<p>Goldman, Emma. “Marriage and Love” in <i>Anarchism and Other Essays</i>. Accessed December 10, 2022. https://theanarchistlibrary.org/library/emma-goldman-anarchism-and-other-essays.</p> <p>“They Who Marry Do Ill, by Voltairine de Cleyre.” https://www.marxists.org/subject/anarchism/voltairine-de-cleyre/1907/they-who-marry-do-ill.html.</p> <p>“The bonfires of autonomy in Cherán” in Milstein, Cindy, ed. <i>Deciding for Ourselves: The Promise of Direct Democracy</i>. Chico: AK Press, 2020. Pp 163-198</p>	Self-reflection #2
March 16, 2023 (love)	<p>Demarais, Idzie “Anarchy begins at home”</p> <p>Bueler, Antonio “Changing the context”</p> <p>Pawson, Jon “He korero” all in bergman, carla, and Matt Hern. <i>Trust Kids!: Stories on Youth Autonomy and Confronting Adult Supremacy</i>. AK Press, 2022.</p>	
March 23, 2023 (beauty)	<p>Kafai, Shayda. “Beauty as liberation, as splendid crip future” in <i>Crip Kinship: The Disability Justice & Art Activism of Sins Invalid</i>. Vancouver: Arsenal Pulp Press, 2021. 153-164</p> <p>“Communal Luxury” in Ross, Kristin. <i>Communal Luxury: The Political Imaginary of the Paris Commune</i>. Reprint edition. London New York: Verso, 2016. Pp 39-65.</p>	
March 30, 2023 (beauty)	<p>“The War of Art: A Conversation between Walidah Imarisha and Not4Prophet” in <i>Our Culture, Our Resistance</i>. Accessed December 21, 2022.</p>	

	https://theanarchistlibrary.org/library/ernesto-aguilar-our-culture-our-resistance . “The basis for a new civilization: Art and labor, artists and workers, aestheticism and socialism” in Williams, Kristian. <i>Resist Everything Except Temptation: The Anarchist Philosophy of Oscar Wilde</i> . Chico, CA: AK Press, 2020. Pp 61-97	
April 6, 2023 (closing the circle)		Self-reflection #3 Summative final drafts

Course Requirements & Methods of Evaluation:

ASSESSMENT & GRADES

This class has a “menu of options” approach. You can think of this as like going to Subway or a poke bowl place, and deciding what to have on your bread or rice, and what protein, veggies, and sauces to have condiments to use. Part A, self reflections, are your base. The substance of your meal is Part B, and then it’s up to you how much of menu options part C you want to do. Another way to think about this is that this class has a large number of extra credit points, and you decide which you want to do to get the grade you’re aiming for.

We will be using a pass/no pass grading approach for most of the assignments in this class. This means that for everything except the take-home and summative assignment options we will evaluate only whether you have done or not done the assignments or tasks – you will pass or not pass each assignment. we commit to telling you this directly and clearly (so, for example, if you respond to an assignment without sufficient engagement, we will tell you so and give you direction for revision). If you receive a “no pass” on any assignment you are welcome to revise it within one week, as many times as necessary, to bring it to a satisfactory level. We will give you responsive feedback rather than letter grades on the work in progress, and a summative final letter grade based on the work you completed in the course overall. You decide what letter grade you get and do the work required for that grade.

ASSIGNMENTS

All assignments will be turned in through Brightspace.

A (required, up to 10 points/10%): Three self-reflections (P/NP)

- assessing what you want from the class at the start of term,
- how it is going at mid-term and
- how it went at end of term.

If you do all of these, you’ll receive a 10% in the class, so you should add as many of the other menu options as you need to receive the grade you want

B (up to 75 points/75%): Content engagement. Choose your own adventure from as many of these as you want:

- “Quotes that struck me” (P/NP) (**20 points/20%** possible)
- “Thought-Provoking Questions” co-formulated with your circle or on your own (P/NP) (**fifty points/50%** possible)

- Weekly in-class work (P/NP) (**twenty points/20%** possible) – come to class, do the day’s activities, 2 points per class
- Weekly circle work (P/NP) (**ten points/10%** possible) – in your circle, work on this class. This can be in person during the scheduled slot (8:35-9:25 AM Wednesdays) in our classroom, remotely on any collective platform that you decide to use (discord, slack, a text thread, Brightspace), or in a differently scheduled time. This will be a weekly quiz in Brightspace, 1 points per unit.
- Final take-home exam (conventionally graded) (**thirty points/30%** possible)

C (up to 30 points/30%) Summative project (P/NP and conventionally graded)

- broken down into 1. A 500 word proposal (P/NP) (**5 points/5%**) 2. Earnest attempt amounting to half the work necessary for the project (P/NP) (**5 points/5%**) 3. Final product (conventionally graded, **20 points/20%**). You must pass each developmental segment (proposal and earnest progress) to turn in a final project, and the proposal and halfway marks are only counted if you do a final version. In other words, this is not a project that you can do in a last-minute push, and you should only do a proposal and first draft if you are actually planning to complete the project. Please see the assignment sheet for more explanation!

The basic idea here is to give you the flexibility to choose what engagement with this material will best support your own learning goals and life. If you know that you vastly prefer doing large projects worth a lot of points, and you would like to receive a B- in the course, you could choose to do the take home and the summative project, along with the required reflections, and receive a score of 70, or a grade of B-. If you prefer to do short, manageable weekly work that keeps you engaged with the class in a low-stakes and ongoing way, you could plan to do the self-reflections and complete many of the weekly assignments to receive a score of up to 85% and a grade of A. Or you could do some weekly assignments and one of the longer end of term options. It is up to you. There is no way to receive an A+ without doing some weekly assignments and a summative assignment, however.

General comments

- ✿ Working circles: You’ll be grouped into small “circles,” through which you have the option to do some of the assignments.
- ✿ Learning during a pandemic: We’ll be having, sadly, another pandemic semester. Some things are predictable: We know that the world will be very stressful, that we can’t predict exactly what will happen, and that we’ll all be doing our best. It is meaningful and good to read, think, talk, and learn in this time, and because we’re collectively experiencing an ongoing difficult and traumatic world-historical event we need to take care and give room to the reality we’re facing. I know that many of you have care giving responsibilities – for kids, loved ones, or elders – and that your own challenges are almost certainly spiking. I’m hoping that our class can be a space for nourishment rather than stress during this time, helping us build supportive writing practices and for you to find horizontal relations of support as you complete your BA.
- ✿ Health protocols: The most Carleton and my department allows me to say is that masks are “strongly recommended” for in-person attendance, since we will not have space for social distancing and there is no longer any isolation requirement for people who are covid-positive. We will have immune-compromised people in this class, people who are caregivers for vulnerable people, and people who are simply trying not to get Covid again. We will discuss how we want to proceed as a

class as part of our community agreements for the course. Obviously, if you have a close contact with someone who tests positive or have Covid symptoms, please don't attend that week.

- ✿ Welcoming classroom: In this classroom, we collectively try to make sure that everyone is safe enough to be present, learn, and share their understanding of course material. This means that talk or behavior that disrespects or demeans others is not accepted. For example, rape jokes, racist comments, the expressions "that's retarded" or "that's so gay" would be inappropriate. We all will refer to one another using correct names and pronouns. In some cases we'd talk about anything that comes up on the spot, and in other cases it could be addressed outside of class. As needed in relation to the readings we do and discussion we have I will aim to provide regular and appropriate content and trigger warnings, and welcome your input on what I can do to make this class workable for you.
- ✿ Participation: My experience is that classes are fruitful and delightful when most of the people in the group are actively engaged in the discussion, either talking or listening. Practically speaking, I will expect all of us to be mindful of our speech; those of you who tend to wander far afield in discussion, or talk too much, or too little, please monitor yourselves and work with me and the others in the class to stay on course, develop your listening skills, or weigh into the discussion. We each have wonderful things to contribute to the class – according one another and ourselves equal significance in this shared space will make for a good experience for everyone.
- ✿ If you have any trouble with the readings, completing work on time, or any aspect of the course, don't hesitate to email or phone me. I try to respond to all email within 48 hours, though I don't respond to work email on the weekends.
- ✿ The very best way to get answers to questions you have is to ask them on Brightspace, so that everyone can benefit from them.

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		DEF = Deferred

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

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

For students with disabilities:

Let me know what needs you have that I can address so that you can thrive in this class. You do not have to be registered with the Paul Menton Centre for me to make disability accommodations for you in this class. There are no timed assessments in this class, and I will never force you to speak in class.

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, you can contact PMC at 613-520-6608 or 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). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 11, 2022** and for April examinations (Winter) is **March 15, 2023**. Even if you don't go through the PMC, or have accommodation needs for the exam that arise after Nov 11th, let me know and we'll work something out.

For pregnancy: 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. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

For religious obligations: 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. For more details [click here](#).

For 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. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

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 will 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off campus resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

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.

Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you’re sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton’s [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton’s COVID-19 response and health and safety requirements please see the [University’s COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Winter 2023 Dates and Deadlines

January 2, 2023	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 4, 2023	University reopens.
January 9, 2023	Winter term begins. Full winter and early winter classes begin.
January 20-22, 27-29, 2023	Full fall and late fall term deferred final examinations will be held.
January 31, 2023	Last day to withdraw from full winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
February 17, 2023	April examination schedule available online.

February 20, 2023	Statutory holiday. University closed.
February 20-24, 2023	Winter break, no classes.
March 15, 2023	Last day for academic withdrawal from full winter, late winter, and fall/winter courses. Last day to request Formal Examination Accommodation Forms for April full winter, late winter, and fall/winter final examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
March 29, 2023	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 7, 2023	Statutory holiday. University closed.
April 12, 2023	Winter term ends. Last day of full winter, late winter, and fall/winter classes. Classes follow a Friday schedule (full winter and late winter courses). Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. 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 full winter and late winter courses.
April 13-14, 2023	No classes or examinations take place.
April 15-27, 2023	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 27, 2023	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 19-31, 2023	Full winter, late winter, and fall/winter deferred final examinations will be held.