

A brief note on this syllabus for “Teaching Film and Media Against the Global Right” readers... Like many departments, Film Studies at Concordia University offers a “professionalization” seminar to PhD students. While inviting participants to explore aspects of academic work – such as teaching, course design and conference presentation – this class refuses to pretend that competence in these skills will necessarily lead to a tenure-track job. Instead, we investigate the forceful restructuring of academia according to neoliberal principles of competition and precarity and imagine ways to challenge these impositions through critical and communal praxis.

PhD Pro-Seminar Part Two: Academic Labour

This section of the course situates higher education within broader global trends in cognitive labour, the marketization of knowledge, competition and product differentiation, and policy decisions around public provision. It will scrutinize dimensions of academic work such as teaching, grant writing and conference presentation with an eye not simply to developing the requisite skills for entering these domains, but also for critiquing their formations. As such, the course will engage with the literature on questions of “immaterial” and casualized labour, the outsourcing and offshoring of academic work, free education models, and radical pedagogy.

Course Commitments

Moodle Posts (pass/fail):

Keeping up-to-date with your reading is an essential requirement for this class. You must contribute at least eight of the possible ten reading responses to the moodle forum in order to pass this course. Please do not write a summary of the readings. Instead, you are requested to place these often generically diverse texts in dialogue with each other, propose topics that you would like to discuss further in class, and highlight any ideas that you don't fully grasp so we can helpfully work through them as a team. The ultimate aim of this exercise is to establish a set of subjects and questions that interest you as a group. The deadline for uploading your responses is midnight on the Tuesday before the related class.

Conference Presentation (20%):

Prior to “conference season”, this assignment gives you the opportunity to dummy run a presentation. Your talk must be strictly timed to 15-20 minutes, after which you will be cut off. You will be assessed on the appropriateness of content for the chosen conference milieu, your presentation style (including your use of technology) and how you handle follow up questions. Deadline: in class on the 16th of March.

Community Research Project (40%):

For this assignment, the entire group will conduct a single research project that aims to engage with a particular community or cause around issues covered during this course. The objective is to create an environment for mutual learning and to explore practical applications that benefit the group or campaign with which you have elected to align. CURE (the Community-University Research Exchange) will be visiting us in class to offer suggestions and guidance. Deadline: midnight on the 16th of April.

Syllabus Design (40%):

In pairs, design an undergraduate-level Film Studies course on a topic of your choosing. Make sure your syllabus follows an acceptable format and includes: a description of the aims of the course; clear weekly topics, readings and screenings; and appropriate assignments. Deadline: midnight on the 23rd of April.

COURSE SCHEDULE:

PART ONE: ACADEMIC LABOUR

WEEK ONE: Theorizing (Academic) Labour

Readings:

- 📖 Aronowitz, Stanley. "The Last Good Job in America." In *The Last Good Job in America: Work and Education in the New Global Technoculture*, 29-44. Langham: Rowman and Littlefield Publishers, 2001.
- 📖 Marx, Karl. *Wage Labour and Capital* (originally published as a pamphlet in 1891). Available via: <https://www.marxists.org/archive/marx/works/download/pdf/wage-labour-capital.pdf>
- 📖 Miller, Toby. "The Contingency of (Some) Academic Labor: Communications Studies and the Cognitariat." *The International Journal of Communication* 5 (2001). Available via: <http://ijoc.org/index.php/ijoc/article/view/1302/660>
- 📖 Boutang, Yann Moulier. "Cognitive Capitalism and Education: New Frontiers." In *Universities in Translation: The Mental Labour of Globalization*, edited by Brett de Bary, 317-330. Hong Kong: Hong Kong University Press, 2009.

WEEK TWO: The Precarious Academic

Readings:

- 📖 Nolan, Mary. "A Leadership University for the Twenty-First Century? Corporate Administration, Contingent Labor, and the Erosion of Faculty Rights." In *The University Against Itself: The NYU Strike and the Future of the Academic Workplace*, edited by Monika Krause et al., 43-56. Philadelphia: Temple University Press, 2009.
- 📖 Berardi, Franco "Bifo". "The Precarious Soul." In *The Soul at Work: From Alienation to Autonomy*, 184-205. Los Angeles: Semiotext(e), 2009.
- 📖 Harney, Stefano and Fred Moten. "The University and the Undercommons." In *The Undercommons: Fugitive Planning and Black Study*, 22-43. Brooklyn: Autonomedia, 2013.

WEEK THREE: The Competitive Self

Readings:

- 📖 Engels, Friedrich. "Competition." In *The Condition of the Working Class in England in 1844*. Available via: [https://www.marxists.org/archive/marx/works/1845/condition-working-class/ch05.htm#\[1\]](https://www.marxists.org/archive/marx/works/1845/condition-working-class/ch05.htm#[1])
- 📖 Bousquet, Marc. "The Rhetoric of "Job Market" and the Reality of the Academic Labor System." In *How the University Works: Higher Education and the Low Wage Nation*, 186-211. New York: New York University Press, 2008.

- 📖 Jewett, Andrew. "Academic Freedom and Political Change: American Lessons." In *Universities in Translation: The Mental Labour of Globalization*, edited by Brett de Bary, 263-278. Hong Kong: Hong Kong University Press, 2009.

PART TWO: THE UNIVERSITY AS EMPLOYER

WEEK FOUR: Privatizing Education

Readings:

- 📖 Bousquet, Marc. "Students Are Already Workers." In *How the University Works: Higher Education and the Low Wage Nation*, 126-156. New York: New York University Press, 2008.
- 📖 McClanahan, Annie. "The Living Indebted: Student Militancy and the Financialization of Debt." *Qui Parle: Critical Humanities and Social Sciences* 20, No. 1, Fall/Winter (2011): 57-77.
- 📖 Nelson, Cary. "Graduate-Employee Unionization and the Future of Academic Labor." In *No University is An Island: Saving Academic Freedom*, 145-161. New York: New York University Press, 2010.
- 📖 Anonymous. "Visions of the New University and a Brief List of Impossible Demands." Originally published at: <http://zinelibrary.info/vision-new-university-brief-list-impossible-demands>. NB this reading is NOT available via the electronic reserves; please find it here instead: <https://www.dropbox.com/s/262aq6b98wltu8t/anonymous%20-%20visions%20of%20the%20new%20university.pdf?dl=0>

WEEK FIVE: The Global University

Readings:

- 📖 Ross, Andrew. "The Rise of the Global University." In *Nice Work if You Can Get It: Life and Labor in Precarious Times*, 189-206. New York: New York University Press, 2009.
- 📖 Levidow, Les. "Marketizing Higher Education: Neoliberal Strategies and Counter-Strategies." In *Education and Social Justice* 3:2 (Spring 2001). Available via: <http://oro.open.ac.uk/5069/>
- 📖 Ayora Diaz, Steffan Igor. "The Accountologist: An Emerging Form of Anthropological Life in Mexican Universities." In *Universities in Translation: The Mental Labour of Globalization*, edited by Brett de Bary, 89-104. Hong Kong: Hong Kong University Press, 2009.

READING WEEK: NO CLASS

WEEK SEVEN: The Migrant Scholar

Readings:

- 📖 Roggero, Gigi. "The Production of Living Knowledge." In *The Production of Living Knowledge: The Crisis of the University and the Transformation of Labor in Europe and North America*, 87-111. Philadelphia: Temple University Press, 2011.

- 📖 Ong, Aihwa. "Higher Learning in Global Space." In *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*, 139-156. Durham: Duke University Press, 2006.
- 📖 Connell, Raewyn. "Peripheral Visions – Beyond the Metropole." In *Globalizing the Research Imagination*, edited by Jane Kenway and Johannah Fahey, 53-72. New York: Routledge, 2009.

WEEK EIGHT: Para-Academia

Readings:

- 📖 Coté, Mark et al. "Academicus Affinitatus: Academic Dissent, Community Education, and Critical U." In *Utopian Pedagogy: Radical Experiments Against Neoliberal Globalization*, edited by Mark Coté et al, 334-352. Toronto: University of Toronto Press, 2007.
- 📖 Edu-Factory Collective. "All Power to Self-Education!" in *Dispatches From the Ruins: Documents and Analyses From University Struggles, Experiments in Self-Education*, 58-66. 1,000 Little Hammers, 2011.
- 📖 Vidya Ashram. "The Global Autonomous University." In *Towards a Global Autonomous University*, edited by Edu-factory Collective, 165-170. Brooklyn, NY: Autonomedia, 2009. Available via www.edu-factory.org
- 📖 Ko, Mi-Sook. "How an 'Intellectual Commune' Organizes Movement." In *Universities in Translation: The Mental Labour of Globalization*, edited by Brett de Bary, 371-384. Hong Kong: Hong Kong University Press, 2009.

WEEK NINE: Conference Paper Presentations

PART THREE: PEDAGOGICAL LABOUR

WEEK TEN: Research and the Community

Readings:

- 📖 Virno, Paolo. "Publicness of the Intellect." Extracts from *A Grammar of the Multitude*. New York: Semiotext(e), 2004. Compiled for *Transversal Texts*. Available via: <http://eicpc.net/transversal/0605/virno/en>
- 📖 Banet-Weiser, Sarah and Alexandra Juhasz. "Feminist Labor in Media Studies/Communication: Is Self-Branding Feminist Practice?" *International Journal of Communication* vol.5 (2011) <http://ijoc.org/index.php/ijoc/article/view/1315/651>
- 📖 Lii, Ding-tzann. "Articulation, Not Translation: Knowledge-Production in the Age of Globalization." In *Universities in Translation: The Mental Labour of Globalization*, edited by Brett de Bary, 165-176. Hong Kong: Hong Kong University Press, 2009.
- 📖 Colectivo Situaciones. "On the Researcher-Militant." In *Utopian Pedagogy: Radical Experiments Against Neoliberal Globalization*, edited by Mark Coté et al, 186-200. Toronto: University of Toronto Press, 2007.

WEEK ELEVEN: Radical Pedagogy

Readings:

- 📖 hooks, bell. "Introduction" and "Engaged Pedagogy." In *Teaching to Transgress: Education as the Practice of Freedom*, 1-22. New York: Routledge, 1994.
- 📖 Freire, Paulo. "The Act of Study." (with an introduction by Henry A. Giroux) In *The Politics of Education: Culture, Power, and Liberation*, xi-4. South Hadley, MA: Bergin and Garvey Publishers Inc., 1985.
- 📖 Biesta, Gert J.J. "Say You Want a Revolution... Suggestions for the Impossible Future of Critical Pedagogy." *Educational Theory* 48:4 (1989), 499-510.
- 📖 Martin, Stewart. "Pedagogy of Human Capital." *Mute* (21 February 2008). Available via <http://www.metamute.org/editorial/articles/pedagogy-human-capital>

WEEK TWELVE: Ordering Knowledge: Curricula and Syllabi

Readings:

- 📖 Spivak, Gayatri Chakravorty. "Teaching for the Times" in *An Aesthetic Education in the Era of Globalization*, 137-157. Cambridge: Harvard University Press, 2012.
- 📖 Grande, Sandy. "Mapping the Terrain of Struggle: From Genocide, Colonization and Resistance to Red Power and Red Pedagogy." In *Red Pedagogy: Native American Social and Political Thought*, 11-30. New York: Rowman and Littlefields, Inc., 2004.
- 📖 hooks, bell. "Embracing Change: Teaching in a Multicultural World," In *Teaching to Transgress: Education as the Practice of Freedom*, 35-44. New York: Routledge, 1994.
- 📖 Freire, Paulo. Extract from "Curriculum and Social Reality." In *Paulo Freire on Higher Education: A Dialogue at the National University of Mexico*, edited by Escobar, Miguel et al, 84-100. Albany, NY: State University of New York, 1994.

WEEK THIRTEEN: Presentation of Syllabi and Tutorial Time to Discuss Assignments

BOOKS THAT MAY BE USEFUL FOR YOUR ASSIGNMENTS:

- Aronowitz, Stanley. *The Last Good Job in America: Work and Education in the New Global Technoculture*. Lanham: Rowman and Littlefield Publishers, 2001.
- Coté et al, ed. *Utopian Pedagogy: Radical Experiments Against Neoliberal Globalization*. Toronto: University of Toronto Press, 2007.
- De Bary, Brett, ed. *Universities in Translation: The Mental Labour of Globalization*. Hong Kong: Hong Kong University Press, 2009.
- Derrida, Jacques. *Eyes of the University: Right to Philosophy 2*. Stanford: Stanford University Press, 2004.
- *Dispatches From the Ruins: Documents and Analyses From University Struggles, Experiments in Self-Education*. 1,000 Little Hammers, 2011.

- Edu-Factory Collective, ed. *Towards a Global Autonomous University*. Brooklyn, NY: Autonomedia, 2009. Available via www.edu-factory.org
- Ginsburg, Benjamin. *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters*. Oxford: Oxford University Press, 2011.
- *The International Journal of Communication* Vol.5 (2011): special section on academic labour: <http://ijoc.org/index.php/ijoc/issue/view/6>
- Readings, Bill. *The University in Ruins*. Cambridge MA.: Harvard University Press, 1997.
- Roggero, Gigi. *The Production of Living Knowledge: The Crisis of the University and the Transformation of Labor in Europe and North American*. Philadelphia: Temple University Press, 2011.
- Shukaitis, Stevphen and David Graeber with Erika Biddle, eds. *Militant Investigations//Collective Theorization*. Oakland: AK Press, 2007.