

# GENG-7112-001/ Topics in Cultural Theory: Gramsci and Cultural Studies

## Fall 2023

**Instructor:** Professor Peter Ives

**Course Meeting:** Tues 2:30-5:15, In-Person, 3C27, Centennial Hall

If circumstances warrant a mode of delivery change, alterations may be made to the course including number of classes, scheduling, weighting, and nature of the assignments, & exams<sup>1</sup>

**Office:** 6L10, 6th floor, Lockhart, Political Science Department

**Office Hours:** Tues. 12:30-1:30; Thurs. 11:20-12, or by appointment

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### Course Description and Objectives:

Antonio Gramsci's writings from his Italian Fascist prison cells between 1929-1935 contain ideas that have been incredibly influential across many disciplines including cultural studies and political theory. He insisted that the rise of fascism must be grasped in broad terms with roots deep in cultural phenomena such as the novels people read, that languages they speak and their general understanding of what he called 'common sense' (senso commune). Developing an old concept of 'hegemony' along several lines, Gramsci has provided scholars, activists, and many others with tools for understanding how consent is garnered and resistance is kept fragmented especially among marginalized and oppressed peoples. This course focuses on Gramsci's writings and their relevance to contemporary culture and politics. We will pay particular attention to his analysis of 'subaltern social groups' and how his approach has been used by scholars such as Stuart Hall, Gayatri Spivak, Nancy Fraser and others to understand contemporary politics and culture.

Students will develop deep reading practices and the ability to contextualize cultural theory writings as well as apply them to contemporary situations. The course requires a certain degree of breadth concerning Gramsci's main ideas and how they have been used to understand culture as a key aspect of politics. Especially through the research presentation and paper, it will enable students to connect this course material to other interests they have concerning cultural studies.

### Required Reading: (required text, etc.)

Antonio Gramsci, *Subaltern Social Groups: A Critical Edition of Prison Notebook 25*, trans. and ed. by Joseph Buttigieg and Marcus Green (New York: Columbia University Press, 2021).

All other required readings will be available through Nexus. Some classes will involve close textual analysis requiring that students have the text with them (on a laptop, tablet, or printout – cell phones make it very difficult). You may also need to acquire further materials for your presentation and paper through the library or other sources.

### Grading Scale:

A+ = 90-100	B+ = 76-79	C = 56-62
A = 85-89	B = 70-75	D = 50-55
A- = 80-84	C+ = 63-69	F = 49 & under

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<sup>1</sup> Students can find answers to frequently ask questions related to COVID here: <https://www.uwinnipeg.ca/covid-19/index.html>

<sup>2</sup> Do NOT use the Nexus email. Please put 'Gramsci Course' or something like it in your subject line so I can easily pick it out of my spam filter if it gets caught.

**Assignments:**

Weekly Reading Reflections	weekly (except Oct. 24)	20%
In-class, essay-style 'test,' (closed book)	October 24	20%
Paper & Presentation Proposal	November 7	10%
Presentation (15 min.)	Nov. 14, 21 or 28	20%
Final Research Paper, (15-20 pages)	December 18	30%

**Important Dates:**

Fall lectures begin: Tuesday, September 5

Last day of lectures: Monday, December 4

Reading Week: October 8 – 14

Final Exam Period: December 7-20 (Schedule TBD, not relevant for this course!)

**Stat Holidays:** Labour Day (Monday, September 4); Truth & Reconciliation Day (Saturday, September 30); Thanksgiving Day (Monday, October 9); Remembrance Day (Saturday, November 11).

*Please note that there are no December make-up days in the Fall term.*

***Voluntary Withdrawal Date: The last day to withdraw from this course without academic penalty is Monday, November 13, 2023. Voluntarily withdrawing will not necessarily result in any fee refund.***

***Class Cancellations: When it is necessary to cancel a class due to exceptional circumstances, every effort will be made to inform students via University of Winnipeg email (and/or using the preferred form of communication, as designated in this outline).***

**Classroom Conduct, Description of Assignments:**

As this is a seminar course, it is imperative that students go beyond just being respectful with each other, and really try to engage with other students' comments realizing that we all come to these texts with different life experiences. Our goal is not to agree about a given interpretation or position but understand what are the central issues and tensions the readings raise. Keep in mind that our goal is to create a classroom environment where everyone feels as comfortable and supported as possible.

The weekly **reading reflections** are aimed to assure that students come to class having done the readings and thought about them in preparation to discuss them. Each week, you will turn in 1 or 2 pages (not more), double-spaced, that outline what you take to be the main point of that week's readings, and your initial reflections on them (worth 2% of your final grade each,  $2\% \times 10 = 20\%$ ). This could be a critical response, one or more questions, and linking the readings to previous readings in the course. If, as the course progresses, our discussions are not lively enough, or are dominated by just a few students, I may use these reflections to further our discussion. Due to the goal of this assignment, **no late reading reflections will be accepted**. If you miss a class you can still email me your reflections. If for some other reason you cannot complete a reflection on time, there are a total of 10, so missing one or two will not adversely affect your grade tremendously.

The **in-class, essay-style 'test'** is both a place to ensure that students are developing a good sense of the material we are covering, and a space in which the expectations are lower than any 'open book' assignment but could lead to ideas for your paper and presentation. You will receive a list of 6 possible questions for this test on Oct. 17. 4 of these will appear on the test on Oct. 24 and you will choose 2 to answer. You will not be allowed any materials or access to phones, laptops etc. during this test.

Your **paper and presentation proposal** is aimed mostly at supporting students in their research process, making sure students receive feedback early on in that process, and making sure your sources and

argumentation is appropriate. You can, but are not required to, make a clear distinction between what you will do with your presentation and what your final paper will accomplish. The more thorough and worked-out this proposal is, the more feedback you will get to enable you to create a quality work.

The aim of the **presentations** is both so that other students can learn from your work and you can learn how to present your work in an oral format in a way that can benefit others. You can use this presentation to garner input from students to help you in your final paper. But make sure that you have a core argument and are not just presenting ideas for your paper that you have not worked through sufficiently.

Your **final paper** needs to engage in the course material but can also draw on significant ideas and material not covered in the course material. I will hand-out a more thorough assignment explanation outlining the expectations and details, but the point is that you demonstrate your ability to use or interrogate ideas of Gramsci that we are exploring. You can apply Gramsci's concepts to some contemporary issue, embark on a deeper reading of some key aspect of Gramsci's writings, or compare Gramsci to another thinker or author you are familiar with.

Students have a responsibility to regularly check their uwinnipeg.ca e-mail account to ensure timely receipt of correspondence from their course instructors and/or the University.

## Course Reading Schedule:

Please note that not all topics may be covered

### September 5: Introductions

**September 12:** Kate Crehan, "The Common Sense of Donald J. Trump: A Gramscian Reading of Twenty-First Century Populist Rhetoric," in Angel Jaramillo Torres & Marc B. Sable, ed., *Trump and Political Philosophy: Leadership, Statesmanship, and Tyranny* (London: Palgrave, 2018), pp.275-91.

Nancy Fraser, "From Progressive Neoliberalism to Trump and Beyond," *American Affairs* 1, 4 (Winter 2017), pp.46-64.

Michele Filippini, *Using Gramsci* (London: Pluto, 2017), pp.1-23, Introduction and Chapter One, Ideology.

Dick Hebdige, *Subculture: The Meaning of Style* (London: Routledge, 1979), pp.5-22, Chapter One, "From Culture to Hegemony."

**September 19:** Stuart Hall, "The Centrality of Culture" [1997] in Stuart Hall, *Selected Writings on Marxism*, 2021; pp.316-34, <https://www-jstor-org.uwinnipeg.idm.oclc.org/stable/cbbba37d-1653-32bf-8933-829247a26774?seq=17>

Stuart Hall, "Cultural Studies and its Theoretical Legacies," and Stuart Hall, "Gramsci's Relevance for the Study of Race and Ethnicity," both in *Stuart Hall: Critical Dialogues in Cultural Studies*, David Morley and Kuan-Hsing Chen, eds. (London: Routledge, 1996), pp.262-275 and 411-40, <https://uwinnipeg.on.worldcat.org/oclc/32508375>

**September 26:** Antonio Gramsci, *Selections from the Prison Notebooks*, ed. & trans. by Quintin Hoare & Geoffrey Nowell Smith (New York: International Publishers, 1971), [hereafter cited as SPN], "The Modern Prince," pp.123-47. [Internet Archive, <https://archive.org/details/AntonioGramsciSelectionsFromThePrisonNotebooks/page/n241/mode/1up?view=theater>, 218-242].

Giuseppe Cospito, *The Rhythm of Gramsci's Thought*, pp.49-90, Chapter 2: Hegemony.

<https://ebookcentral-proquest-com.uwinnipeg.idm.oclc.org/lib/uwinnipeg/reader.action?docID=4715132>

**October 3:** Gramsci, SPN, pp.3-14 “The Formation of the Intellectuals,” [Internet Archive, pp.98-109] Marcus Green Introduction to Antonio Gramsci, *Subaltern Social Groups: A Critical Edition of Prison Notebook 25*, ed. & trans. by Joseph Buttigieg and Marcus Green (New York: Columbia University Press, 2021), pp.xxi-li.

Gramsci, *Subaltern Social Groups*, pp.3-14.

## **READING WEEK October 8-14**

**October 17:** Gramsci, *Subaltern Social Groups*, pp. 31-96, notes from Notebooks 1 to 11.

**October 24:** In-class essay style test. 1.5 hrs. 2<sup>nd</sup> half of class to discuss research papers.

**October 31:** Gramsci, *Subaltern Social Groups*, pp. 96-134, notes from Notebooks 13 to 29

**November 7: Guest speaker:** Sam Popowich

Stuart Hall, Chas Critcher, Tony Jefferson, John Clarke, and Brian Roberts, *Policing the Crisis*, 2<sup>nd</sup> ed. (London: Bloomsbury, 2013 [1978]), pp.215-67, Chapter 8, “The Law-and-Order Society: The Exhaustion of Consent.” <https://ebookcentral-proquest-com.uwinnipeg.idm.oclc.org/lib/uwinnipeg/reader.action?docID=4763679>

**DUE: Written paper and presentation proposal**

## **November 14: Presentations**

Gayatri Chakravorty Spivak, “Can the Subaltern Speak?” in *Marxism and the Interpretation of Culture*, C. Nelson and L. Grossberg, eds. (Basingstoke: Macmillan, 1988), pp.66-111 [271-313] but focus on pp. 78-84; 90-104.

**November 21:** Ursula Apitzsch, “Gramsci’s ‘Philosophy of Praxis’ and the Topic of Migration,” in *Solidarity Without Borders*, Óscar García Augustin and Martin Bak Jørgensen, eds. (London: Pluto, 2016), pp.23-39.

Susi Meret, “What Can We Learn from Gramsci Today? Migrant Subalternity and the Refugee Movements,” *Revisiting Gramsci*, pp. 209-30.

Miguel Mellino, “Gramsci in Slices: Race, Colonialism, Migration and the Postcolonial Gramsci,” in *Solidarity Without Borders*, Óscar García Augustin and Martin Bak Jørgensen, eds. (London: Pluto, 2016), pp.58-78.

**November 28:** Peter Thoms, “We Good Subalterns” in Francesca Antonini, Aaron Bernstein, Lorenzo Fusaro, and Robert Jackson, eds. *Revisiting Gramsci's Notebooks* (Chicago: Haymarket, 2019), pp.177-194.

Gianmaria Colpani, “Two Theories of Hegemony: Stuart Hall and Ernesto Laclau in Conversation,” *Political Theory* 50 (2), 2022, pp.221-46, <https://journals-sagepub-com.uwinnipeg.idm.oclc.org/doi/epub/10.1177/00905917211019392>

## IMPORTANT INFORMATION!

**Regulations, Policies, and Academic Integrity.** Students are encouraged to familiarize themselves with the Regulations and Policies found in the University Academic Calendar at <https://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>. Particular attention should be given to subsections 8 (Student Discipline), 9 (Senate Appeals), and 10 (Grade Appeals). Please emphasize the importance of maintaining academic integrity and the potential consequences of engaging in plagiarism, cheating, and other forms of academic misconduct. Even unintentional plagiarism is a form of academic misconduct. Similarly, uploading essays and other assignments to essay vendor or trader sites (filesharing sites that are known providers of essays for use by others who submit them to instructors as their own work) is a form of misconduct, as it involves aiding and abetting plagiarism. An updated and expanded U of Winnipeg library site outlining principles of Academic Integrity can be found at <https://library.uwinnipeg.ca/use-the-library/help-with-research/academic-integrity.html>.

Important information is outlined in the Academic Misconduct Policy and Procedures:

<https://www.uwinnipeg.ca/institutional-analysis/docs/policies/academic-misconduct-policy.pdf> and <https://pace.uwinnipegcourses.ca/sites/default/files/pdfs/publications/Academic%20Misconduct%20Procedures.pdf>

### Academic Integrity and AI Text-generating Tools

Students must follow principles of academic integrity (e.g., honesty, respect, fairness, and responsibility) in their use of material obtained through AI text-generating tools (e.g., ChatGPT, Bing, Notion AI). If an instructor prohibits the use of AI tools in a course, students may face an allegation of academic misconduct if using them to do assignments. If AI tools are permitted, students must cite them. According to the MLA (<https://style.mla.org/citing-generative-ai/>), “you should

1. cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it
2. acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location
3. take care to vet the secondary sources it cites”

If students are not sure whether or not they can use AI tools, they should ask their professors.

**Copyright and Intellectual Property.** Course materials are the property of the instructor who developed them. Examples of such materials are course outlines, assignment descriptions, lecture notes, test questions, and presentation slides—irrespective of format. Students who upload these materials to filesharing sites, or in any other way share these materials with others outside the class without prior permission of the instructor/presenter, are in violation of copyright law and University policy. Students must also seek prior permission of the instructor/presenter before, for example, photographing, recording, or taking screenshots of slides, presentations, lectures, and notes on the board. Students found to be in violation of an instructor’s intellectual property rights could face serious consequences pursuant to the Academic Misconduct or Non-Academic Misconduct Policy; such consequences could possibly involve legal sanction under the Copyright policy <https://copyright.uwinnipeg.ca/basics/copyright-policy.html>

**Respectful Learning Environment.** Students are expected to conduct themselves in a respectful manner on campus and in the learning environment irrespective of the platform being used. Behaviour, communication, or acts that are inconsistent with a number of UW policies could be considered non-academic misconduct. See the Respectful Working and Learning Environment Policy (<https://www.uwinnipeg.ca/respect/respect-policy.html>) and Acceptable Use of Information Technology Policy (<https://www.uwinnipeg.ca/institutionalanalysis/docs/policies/acceptable-use-of-information-technology-policy.pdf>). More detailed information is outlined in the Non-Academic Misconduct Policy and Procedure: <https://www.uwinnipeg.ca/institutionalanalysis/docs/policies/student-non-academic-misconduct-policy.pdf> and <https://www.uwinnipeg.ca/institutional-analysis/docs/procedures/student-non-academic-misconductprocedures.pdf>

**Non-Academic Misconduct Policy and Procedures:** <https://www.uwinnipeg.ca/institutional-analysis/docs/student-non-academic-misconduct-policy.pdf> and <https://www.uwinnipeg.ca/institutional-analysis/docs/student-non-academic-misconduct-procedures.pdf>.

**Research Ethics.** Students conducting research interviews, focus groups, surveys, or any other method of collecting data from any person, including a family member, must obtain research ethics approval before commencing data collection. Exceptions are research activities done in class as a learning exercise. For submission requirements and deadlines, see <https://www.uwinnipeg.ca/research/ethics/human-ethics.html>

**Privacy.** Students should be reminded of their rights in relation to the collecting of personal data by the University (<https://www.uwinnipeg.ca/privacy/admissions-privacy-notice.html>), especially if Zoom is being used for remote teaching (<https://www.uwinnipeg.ca/privacy/zoom-privacy-notice.html>) and testing/proctoring (<https://www.uwinnipeg.ca/privacy/zoom-test-and-exam-proctoring.html>).

**Holydays.** Students may choose not to attend classes or write examinations on holydays of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make up work or examinations without penalty. A list of religious holidays can be found in the 2023-24 Undergraduate Academic Calendar at: <https://www.uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>

**Students with documented disabilities,** temporary or chronic medical conditions, requiring academic accommodations for tests/exams or during lectures/laboratories are encouraged to contact Accessibility Services (AS) at 204.786.9771 or <https://www.uwinnipeg.ca/accessibility-services/> to discuss appropriate options. All information about a student's disability or medical condition remains confidential.

***All students, faculty and staff have the right to participate, learn, and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environmental Policy may be found at:***  
<https://www.uwinnipeg.ca/respect/>