

DECOLONIAL THEORY

ETHN 163E—Fall 2018



Re-printed with permission of the photographer, Ossie Michelin and Aboriginal Peoples Television Network (APTN). The woman holding out the feather in resistance is Amanda Polchies of Elsipogtog First Nations. She is resisting the fracking for oil and gas on her land in New Brunswick, present-day white settler state of Canada.

Professor: Dr. Shaista Patel

Email: ShaistaP@ucsd.edu

Class Hours and Location: Tuesdays 5:00-7:50pm, SSB103

Office Hours and Location: Tuesdays 3-4:45 pm, SSB221 (or by appointment at my office)

Course Description:

In this course students will be invited to critically think about some of the key theoretical and methodological debates in critical decolonial theory including: **colonial violence**,

non-secular theorizing of land, refusals of multicultural liberalism, resistance to the “Indigenous dead”, questions of voice, non-Black-non-Indigenous peoples’ complicity, and accountability. We will pay attention to following questions throughout the course: What is critical decolonial theory? Can it be articulated in the singular? What is the difference between critical decolonial theory and critical Indigenous feminist theories? What is the difference between decolonial, decolonizing, and decolonized? Who can do critical decolonial theory? What does it mean to approach critical decolonial theory from our various given locations? What does it mean to approach decolonial as a process, as a verb, rather than as a noun or a destination we might not be able to envision at the moment?

All the readings in the course have been chosen carefully, centering primarily Indigenous to North America but also Black feminist scholarship. We will continue to pay attention to our citational politics in this course as we discuss the violence underlining knowledge production about colonized people(s) and places. It is also important that you and I constantly and critically examine the limits of our thinking, and our frameworks for making sense of the decolonial and decolonizing. Together, we will challenge ourselves to constantly think about questions of complicity and accountability in how we approach critical decolonial theory and our relation vis-à-vis colonial violence (and how patriarchy, heterosexism, and capitalism do its work). We will also focus on resistance, on theorizings of Indigenous sovereignty, and what each one of us can contribute towards decolonizing (the self, knowledge production, and the state and its various institutions).

Each week’s readings will take anywhere from 5-6 hours depending upon your speed to carefully and critically read and process. In addition, there is quite a bit of writing in this course which includes formal assignments but also in-class writing exercises. It is important that you keep up with the readings and know that writing short papers is more work than writing longer, conventional term papers.

Note: This syllabus is subject to change; I will notify you of the changes made and the updates will be posted on the course website on TritonEd.

Required Text:

There is no textbook or course reader for this course. All the readings have been made available to you through Blackboard (TritonEd). **Please make sure that you bring a printout of the week’s reading to each class. I am writing this as mandatory.**

If you have any issues with accessing course readings by the first class, please email me ASAP.

Course Assessment Scheme:

	<u>Type of Assignment</u>	<u>Weight/Percentage</u>	<u>Due Date</u>
1	Critical Reflection Paper I (2-3 pages)	20%	Oct 9-23rd
2	Critical Reflection Paper II (2-3 pages)	20%	October 30-Nov 20th
3	Conference Presentation	10%	Dec 4th
4	Final Term Paper (5-7 pages)	30%	Dec 11th
5	Lecture Attendance, In-class Writing, and Participation	20%	Weekly

Description of Course Assessment:

[Note: Please read this section extra carefully to make sure you do not miss out on any of the guidelines]

1. 40% Critical Reflection Papers (20% each. Approximately 2-3 double spaced pages)

You must submit your Critical Reflection Paper at the beginning of the class to me. If you submit your paper by the due date, but not in class, there will be a penalty of 5%. I will not accept your paper if it is not submitted by midnight of the due date.

Please note that if you are responding to readings for October 9th for example, your paper on readings from that week (Theme: Theoretical Foundations/Orientations) **must be turned in that same day before the lecture, and before we discuss those readings in class.** In short, you CANNOT write a reflection paper on readings once they have been discussed in class. **Please note that while we might run a bit behind schedule in some lectures, you need to keep up with the schedule that is in your course outline.**

The first critical reflection paper must be written on readings between October 9-October 23rd. **Ultimate deadline: October 23rd 2018.**

The second critical reflection paper must be written on readings between October 30th-November 20th. **Ultimate deadline: November 20th 2018.**

A critical reflection paper for this course needs to be a 2-3 page (12 point Times New Roman, ¾-1 inch margins on all sides, double-spaced) response to only one or two of the ideas that you encounter in the week's reading. You do not have to respond to all the readings for that week. How many readings you respond to is your choice. What I am

looking for is a response related to the theme for the week. Trace your one or two concepts throughout the reading(s) for that week.

Best critical reflection papers usually trace one or two concepts through the readings for that week. Your response might include the briefest of summaries of the ideas at hand, but this is **not** just a summary paper. Please make sure that the summary is not more than 15-20% of the total length of your paper. Your work should show evidence of critical engagement with the topic. Try to choose concepts that you find compelling, are new to you, or which you have thought about in some other context as well. *The goal of this paper is to raise critical and timely questions.* I am not looking for answers, and especially not final, authoritative responses. The kinds of critical questions you raise will be more interesting for me. As you write, imagine your audience to be your Professor, your colleagues, and perhaps the author of the work to which you are responding. After reading the article, you should try to answer the following questions, and you should write down a few notes in order to organize your paper effectively. You do **not** have to strictly follow these questions. I offer these only as a guide only:

- a) What was this article/chapter about?
- b) What were the author's main thesis, argument, and/or conclusion?
- c) What kinds of evidence did the author use to explain or support that thesis, argument or conclusion? What are some of the concepts they discuss?
- d) Does this article or chapter support or contradict others that you have read? (Be specific and offer informed evidences/arguments for your thoughts)
- e) What questions or critiques would you raise after reading the article? What are the gaps, inconsistencies and limitations?
- f) What are the implications of the author's argument?
- g) How does the article or particular set of concepts speak to your experiences? Explain your answer. Please make sure that if you connect the readings to your personal experience, you keep it professional, coherent, and concise. In short, your paper cannot simply be about your life experiences.

Using either APA, MLA, ASA, Chicago, or any preferred style of reference, cite the articles properly. You do not necessarily need to add a bibliography. When using direct quotes, definitions, or unique concepts, you must add page number(s). Your writing must be clear, arguments articulated succinctly, and with excellent grammar and punctuation. Please respect the page limit. That is, your assignment must not exceed 2-3 pages, double-spaced with a 12-point standard font. Longer does not mean better. Writing short, concise papers is more difficult. I strongly encourage you to first write a working draft for yourself.

2. 10% Conference Presentation:

You must present a draft of your paper to your classmates and I on the last day of the course. This means that your presence and participation is mandatory or you will lose 10% of your grade. Your presentation must be 5 minutes long. We will then ask you questions and give you feedback and you can choose to incorporate it into your final

written paper. This conference is being organized because presenting your work to class will support you in writing a better version of your paper.

3. 30% Final Term Paper (30% Approximately 5-7 double spaced pages):

For the final term paper, you are required to select any aspect of histories of San Diego. It could be a particular place that has impacted your life or your daily routine. For example, it could be a park, university (including this campus), school, old restaurant, store, any kind of community center, movie theater, prison, hospital, a market, particular suburb etc. Or you can choose to comment on the military or naval base history/ies of the city. You can also choose a particular event, like an anti-racist or decolonial uprising against the government or one of its institutions. These histories need **not** be in the distant past.

Using historical newspapers, city archives, media, and other online resources as part of your archive, you must use **at least 4 course readings** to analyze the particular object (that is, place, event, institution) which you have chosen. You need to comment on the colonial and racial aspects of your object, and also what decolonizing would mean, or has meant in the context of the historical object you have chosen. I am not looking for you to look for tons of data or books and articles. What I am looking for is your strong analysis that shows me you understand the course readings and politics well and can apply it to various contexts.

I strongly advise you to contact your library/ies for help with your research and to do it sooner rather than later. A few sites that might be helpful with beginning your research include:

Digital Resources at San Diego State University:
<https://library.sdsu.edu/scua/digital/resources>

Archive on Primary Sources for Ethnic Studies at UCSD:
<http://ucsd.libguides.com/c.php?g=90745&p=584068>

San Diego Local Governments Web Archive:
<https://archive-it.org/collections/6228>

Historical Newspapers Archive:
<https://ucsd.libguides.com/c.php?g=2352&p=7837>

4. 20% Lecture Attendance, In-class Writing, and Participation:

You must attend all class lectures. My lectures will help you in understanding the course readings. *Please note that sometimes my lectures will focus on close readings of assigned texts, but they will often exceed the readings, as in, I will emphasize or introduce*

*concepts you need to know but which are not necessarily in your assigned readings. **This course will be very difficult for you if you are not planning on attending all the classes.***

Class participation means contributing meaningful comments and asking relevant questions. It is about the quality of participation, which will be reflected through whether you come to class prepared with your ideas and questions from the readings. The length of your comments, or the frequency of your participation without strong substance will not necessarily be helpful. In short, talking a lot or taking up space in class without a substantial contribution is not necessarily encouraged. If you are an introvert, and feel shy to talk in class, please know that we will also do small group discussions. I also encourage you to come see me during my office hours. That way we can talk one-on-one and I can better answer any and all your questions, go over concepts/readings, and even help you with your written assignments. Coming to my office with relevant questions also shows me that you are engaging with the course material.

Please note that there will also be **daily in-class writing assignments**. These might be at the beginning of my lecture, in the middle or towards the end. I will usually ask you to respond to a broad question based on the weekly readings or a video we watch in class.

Please note that if you are more than 30 minutes late for a class, you will be marked absent for that day unless you have emailed me in advance to notified me.

Correspondence Policy:

Email is the best way to get in contact with me. I will reply to email inquiries from students within 24 hours except for on weekends when it might take longer. If you do not receive a reply within this period, please resubmit your question(s). Each email message must include in the subject line the course number and a tagline related to your concern. Please always use your given first and last names on record in email communication. *If you have already talked to me about using another name, you can use that name in your emails. Your email must contain a concise and clear statement of purpose.* Please treat emails as you would any other professional communication. Emails that ask questions already answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response. Please keep in mind that critical reflection papers will not be accepted via email unless you have a valid reason for why you could not submit it in class, and we already have an arrangement, and I am expecting your assignment in my inbox. All general questions about the course that are NOT addressed on the syllabus and course website should be asked in class. But if you must email, please keep your questions short and clear. Emails that do not follow these guidelines might not receive a prompt response. **Please always be respectful in all your communication with your classmates and me, whether in class, during office hours, or over email.**

Students’ Responsibilities:

Students are expected to attend all lectures and be on time, take good and detailed notes, keep up with assigned readings, and prepare for and participate in classroom discussions.

I expect you to attend all lectures. You are also responsible for asking your classmates regarding any important announcements made in class and getting notes from them if and when you miss a class.

I strongly encourage students to bring hard copies of readings for the week to every class.

Students are always expected to be respectful of their classmates and me in discussions, lectures, and their writing. Please never resort to personal attacks in class discussions. ***Racist, anti-Black, sexist, heterosexist, homophobic, lesbophobic, transphobic, biphobic, racist, Islamophobic, xenophobic, ageist, ableist, and any other hateful or oppressive speech will not be tolerated and you will be asked to leave the classroom and you will also be reported to the Chair.***

Your cell phone must be turned off during lectures. You may use your laptops only to take notes. Social media activities during class time is strictly banned. Please make sure that you understand the gravity of this ban and strictly follow it.

Taking pictures of me, your classmates, the lecture board, my Powerpoint notes, or videotaping and recording lectures is strictly forbidden without written permission from me. If I find you engaging in any such activities, you will be asked to leave the classroom and further appropriate action will be taken.

Lastly, you must be registered in the course before you can attend lectures, participate in coursework, and have your work graded.

Policy on Children in Class:

[The following section has been gratefully adopted with permission from Dr. Melissa Cheyney's syllabus]

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other

students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Lecture Schedule:

Please note that I reserve the right to change readings for any week. However, at least one-week notice will be given to you, and announcements will be made in class and sent over email to notify you of any such changes. Films and youtube clips shown in class might not all be on the course outline but you will know their names and have links on a weekly basis (if and when we watch anything in class). Not all weekly readings will be lectured on and discussed in same detail. However, I still expect you to do all the required readings every week.

Weekly Themes and Readings:

October 2:

Week I: Welcome and Introduction to Course Themes and Readings

October 9:

Week II: Theoretical Foundations/Orientations

*Tuck, Eve. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428.

http://pages.ucsd.edu/~rfrank/class_web/ES-114A/Week%204/TuckHEdR79-3.pdf

*Tuck, Eve (Aleut) and K. Wayne Yang. 2012. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education, Society* 1(1): 1-40.

<http://bussigel.com/communityart/wp-content/uploads/2017/08/18630-43263-1-PB.pdf>

*Patel, Shaista., Moussa Ghaida., & Upadhyay, Nishant. (Eds.). (Fall 2015).

"Complicities, Connections, and Struggles: Critical Transnational Feminist Analysis of Settler Colonialism," [Special issue], *Feral Feminisms*, 4.

<http://feralfeminisms.com/issue1/issue4/>

Recommended:

Vowel, Chelsea. (2016) Beyond territorial acknowledgements.
<http://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/>

Belcourt, Billy-Ray. (2015). Dear Media I am more than just violence.
<https://nakinisowin.wordpress.com/2015/11/24/dear-media-i-am-more-than-just-violence/>

October 16:

Week III: Indigenous Feminist Disruptions (Gender, Land, and Sovereignty)

*Simpson, Audra. (2016). The state is a man: Theresa Spence, Loretta Saunders and the gender of settler sovereignty. *Theory & Event*, 19(4).

Simpson, Leanne Betasamosake. (2013). "Fish Broth & Fasting." *DividedNoMore*. Accessed April 20, 2015.
<http://dividednomore.ca/2013/01/16/fish-broth-fasting/>.
<https://www.leannesimpson.ca/writings/not-murdered-not-missing-rebelling-against-colonial-gender-violence>

*Simpson, Leanne Betasamosake. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3).

Recommended:

Tallbear, Kim. (2016). Badass (Indigenous) Women Caretake Relations: #NoDAPL, #IdleNoMore, #BlackLivesMatter
<https://culanth.org/fieldsights/1019-badass-indigenous-women-care-take-relations-nodapl-idlenomore-blacklivesmatter>

To learn more about Idle No More: <http://www.idlenomore.ca/learn>

October 23

Week IV: Indigenous Feminist Disruptions (Gender, Sex and Sexualities)

*Kehaulani, Kauanui. (2017). Indigenous Hawaiian Sexuality and the Politics of Nationalist Decolonization. In J. Barker (Ed.), *Critically sovereign: Indigenous gender, sexuality, and feminist studies* (pp. 45-68). Durham & London: Duke University Press.

*Driskill, Qwo-Li. (2004). Stolen From Our Bodies: First Nations Two-Spirits/Queers and the Journey to a Sovereign Erotic. *Studies in American Indian Literatures*, 16(2), 50-64.

Estes, Nick. (2016, March 7). Oceti Sakowin Two Spirits, LGBTQ+, and Supporters. "This Land Was Made for Decolonized Love".

https://newsmaven.io/indiancountrytoday/archive/this-land-was-made-for-decolonized-love-RsMjxh_UsEeS4bLzOGGZnw/

October 30:

Week V: Indigenous Feminist Disruptions (Interspecies Thinking)

*Todd, Zoe. (2014). Fish pluralities: Human-animal relations and sites of engagement in Paulatuq, Arctic Canada. *Etudes/Inuit/Studies*, 38(1-2), 217-238.

*Hubbard, Tasha. (2009). "THE BUFFALOES ARE GONE" OR "RETURN: BUFFALO"?-THE RELATIONSHIP OF THE BUFFALO TO INDIGENOUS CREATIVE EXPRESSION. *The Canadian Journal of Native Studies*, 29(1/2), 65-85.

*TallBear, Kim. (2011). Why Interspecies Thinking Needs Indigenous Standpoints <https://culanth.org/fieldsights/260-why-interspecies-thinking-needs-indigenous-standpoints>

Nov 6th:

Week VI: Blackness and De/Coloniality

*King, Tiffany Lethabo. 2016. "New World Grammars: the 'Unthought' Black Discourses of Conquest," *Theory and Event* 19: 4.

*Jackson, Shona. (2014). Humanity beyond the Regime of Labor: Antiblackness, Indigeneity, and the Legacies of Colonialism in the Caribbean. <https://decolonization.wordpress.com/2014/06/06/humanity-beyond-the-regime-of-labor-antiblackness-indigeneity-and-the-legacies-of-colonialism-in-the-caribbean/>

Interview with Zainab Amadahy: <http://www.feralfeminisms.com/zainab-amadahy/>

Nov 13:

Week VII: Engaging with Wynter

*Wynter, Sylvia. (2003). Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation—An Argument. *CR: The New Centennial Review*, 3(3), 257-337.

Nov 20:

Week VIII: Decolonizing Borders

*Walia, H. (2013). *Undoing border imperialism* (Vol. 6). AK Press. (selected section TBD)

Roxanne Dunbar Ortiz. (2006). Stop saying this is a nation of immigrants!
<https://mronline.org/2006/05/29/stop-saying-this-is-a-nation-of-immigrants/>

*Muñoz, Marissa. (2018). River as lifeblood, River as border. In Smith, L.T., Tuck, E., & Yang, K. (Eds.), *Indigenous Decolonizing Studies in Education: Mapping the Long View* (pp. 62-81). New York: Routledge.

Week IX: Decolonizing Academia?

*Grande, S. (2018). Refusing the University. In Tuck, E. (Ed.), Yang, K. (Ed.). *Toward What Justice?* New York: Routledge.

*Lee, E.V. (2015). “Indigeneizing the Academy” without Indigenous peoples: who can teach our stories?” <https://moontimewarrior.com/2015/11/09/who-can-teach-indigenous-philosophy/>

Dec 4:

Week X: Class Conference

There are no readings for this week. Students will do a short presentations on their final papers. You must attend the conference and present your work. You will have one week to take your Professor and classmates’ feedback and submit your final paper.

More Procedures and Rules:

Timing: Requests for accommodation must be made in advance.

Documentation: In all cases, appropriate supporting documentation is required.

Late assignments:

You are expected to complete assignments on time.

Given the nature of critical reflection papers, you **cannot** submit your paper once the readings have been discussed in class. Please see Assignment Description above. You are expected to keep a back-up copy of your assignment in case it is lost.

Students who cannot turn in the assignment on time due to a reason *beyond their control* (e.g. illness, death, accident) may request special consideration by presenting the required documentation to me.

If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the Professor and submitted with your work in class or during their office hours.

Assignment Re-grading:

I will make sure that my/our comments on your assignment and test are self-explanatory. I understated that you have worked hard on your assignment/test but I/we grade based on what I/we receive. I strongly advice that you wait 24 hours after receiving your grade. Carefully re-read your assignment, all assignment guidelines and marking schemes **and** the grader's comments. You have **one week** after receiving a mark to appeal it. Please note the following:

- a. Your request for remarking must be accompanied by your concerns clearly outlined in a *separate document* attached with your assignment. You must explain to me why you would like us to re-grade your test. Your reasons must be clear and logical. Please hand in the hard copy to me in class.
- b. Please consider the possibility that upon re-grading, your mark might actually decrease.
- c. Please give me one week for re-grading and getting back to you.

Academic integrity:

Academic integrity is fundamental to learning and scholarship at UCSD. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UCSD degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with UCSD's academic integrity policies at <http://academicintegrity.ucsd.edu>. Please familiarize yourself with the website, policies, and also your rights as students.

Some Important Websites and Resources:

- 1) CARE at the Sexual Assault Resource Center: <http://students.ucsd.edu/sponsor/sarc/>
- 2) Office for the Prevention of Harassment and Discrimination:
<https://ophd.ucsd.edu/about/index.html>
- 3) Undocumented Student Service Center:
http://students.ucsd.edu/sponsor/undoc/?_ga=2.78696919.2115777679.1537212828-753919910.1537212760
- 4) Office for Students with Disabilities:
<http://students.ucsd.edu/well-being/disability-services/index.html>
- 5) **The Writing Hub** - Need help with a writing project or assignment? Want to talk through your ideas or get a second opinion on whether your writing is clear, logical, and well-supported? The Writing + Critical Expression Hub ("Writing Hub") can help!

Located in the Geisel Library, the Writing Hub offers UC San Diego students free one-on-one help with any writing project—from cover letters to lab reports, research papers to grant proposals. Visit the Writing Hub to meet with a supportive, well-trained peer writing mentor who will help you gain perspective on what works and what can be improved in your writing.

The Writing + Critical Expression Hub | writinghub.ucsd.edu
| writinghub@ucsd.edu

- **What?** Free help for writers
- **Where?** Geisel Library, lower level west (part of the Teaching + Learning Commons)
- **When?** Sunday-Friday, including evenings; see writinghub.ucsd.edu for hours.
- **How?** Book appointments at <https://ucsd.mywconline.com>