

## DECOLONIAL THEORY

ETHN 163E—FALL 2022

*Working/Shifting Draft*



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 Aziz Patel**

**Email: [ShaistaP@ucsd.edu](mailto:ShaistaP@ucsd.edu)**

**Class Hours and Location: Tuesdays 12:30-1:50 pm SEQO147**  
**Thursdays: Remote (Zoom**  
**Link: <https://ucsd.zoom.us/j/93922358954>)**

**Office Hours and Location: Wednesdays: Remote 12:00-1:30 pm (or by appointment). Link: <https://ucsd.zoom.us/j/97315489887>**

Please note that this course is hybrid.

Our class meetings will be held hybrid, that is, on Tuesdays we will meet in person and on Thursdays, over Zoom. You must be present in each class (in-person on Tue and over Zoom on Thurs).

The pandemic and teaching arrangements made by universities across many parts of the world, while still remaining hostile toward differently-abled people, has allowed us this opportunity to continue working and being there for students and each other without making ourselves sicker. Because of my health situation, this is the arrangement I have with the Department for the current academic year. If you have any concerns about this, please do consider taking a different Ethnic Studies course.

*Please note that it is mandatory to wear your mask in class. This is a requirement from UCSD and if at any point in the quarter, this requirement is dropped, I still request you to continue wearing your mask in our class meetings on Tuesdays.*

### **Course Description:**

In this course students will be invited to critically think about some of the key theoretical and methodological debates in critical indigenous theory and decolonial theory including: **gender, race, 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 decolonial theory? Can it be articulated in the singular? What are the differences among critical decolonial theories 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 and indigenous theories 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 (but not exclusively) Indigenous to the Americas, African, Black, and Dalit 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 theories and our relation vis-à-vis colonial violence (and how patriarchy, heterosexism, and capitalism 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).

Weekly readings will take anywhere from 3-5 hours depending upon your speed to carefully and critically read and process. I strongly encourage you to take notes in the text while reading. Highlight, write in the margins, note down your questions and observations. 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; consider it as a living document that can shift in form depending on our conversations and your active feedback. I will notify you of any changes made (always through discussions with you in class) and the updates will be posted on the course website on Canvas.

**Office Hours:** My official office hours are on **Wednesdays 12:00-1:30pm PST over Zoom**. Video is not required (I'm happy to use voice or chat only, just let me know in advance). If this time doesn't work for you, please send me an email so we can find a better time that works for both of us.

**Required Text:**

There is no textbook or course reader for this course. All the readings have been made available to you through Canvas. **Please bring your reading to every class (whether on your laptop/tablet or hard copy).**

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

**Grading Rubric:**

Grade	Points
A+	95-100
A	90-94
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

**Course Assessment Scheme:**

	<b><u>Type of Assignment</u></b>	<b><u>Weight/Percentage</u></b>	<b><u>Due Date</u></b>
1	Critical Reflection on Decolonization Paper (2/12-3 pages)	20%	Oct 14 <sup>th</sup> 2022, 5 pm

2	Midterm Test	25%	Nov 4 <sup>th</sup> 2022, 5 pm
3	Final Term Paper (6-7 pages)	30%	TBA
4	Lecture Attendance, In-class Writing, and Participation	20%	Weekly/Ongoing
5	Active Class Participation Report	5%	Dec 1 <sup>st</sup> 2022

### 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. 20% Class Participation (Class meeting attendance, Discussion board, and group participation)

Due Date: Ongoing

*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.*

Class participation is mandatory. On those Thursdays when you cannot have your video on during our class meetings, I especially encourage you to participate by typing your comments/ongoing reflections in the chat window on Zoom. In group work, you are all expected to participate and take turns being the note-taker and facilitator.

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 over Zoom. 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 often be **weekly in-class writing or group discussion 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.

## 2. 20% Critical Reflection Paper on Decolonization

Due Date: 10/14 (Fri 5 pm-On Canvas)

Mainly focusing on readings from Week I and II, write a 2 ½-3 double-spaced pages (scholarly) critical reflection on your understanding of decolonization. Pay attention to the specificity of the terms/categories/processes as defined by each author. This does not mean that you have to necessarily mention every author in your response, but you must sufficiently engage with our course readings to date.

Your reflection 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 question. Try to choose ideas and definitions 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 whose work you are engaging with.

## 3. 25% Midterm Test

Due Date: 11/04 (Fri 5 pm-On Canvas)

You will have more than a week to submit your midterm test. The test questions will be posted on Sunday, 23<sup>rd</sup> October. Midterm test is due on Friday, 4<sup>th</sup> November by 5 pm. The test will be in the form of some questions requiring definitions, quote analyses, and short essay responses. More details to be discussed closer to the time.

## 4. 5% Active Class Presentation Report:

Due Date: 12/01 (On Canvas)

You are required to submit a **self-assessment report** recommending a participation grade or yourself in the last class meeting. Remember participation is worth 20% of your final grade. If there is a big discrepancy between our evaluations of your participation, I will contact you. If you do not submit your self-assessment report, that will also be counted as your failure to fully participate in the course and you will lose this 5%.

## 5. **30% Final Term Paper (30% Approximately 6-7 double spaced pages):**

Due Date: TBA

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 3 relevant 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>

### **Written Assignments:**

All written assignments outside of class must be typed and printed. You should adhere to the 12-point Times New Roman, 3/4-1-inch margins on all sides, double-spaced rule. You

can use APA, Chicago, or any preferred style of reference as long as you remain consistent throughout the assignment, and cite texts properly. 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. Longer does not mean better. Writing short, concise papers is more difficult. I strongly encourage you to first write a working draft for all assignments in advance.

### **Lecture Schedule:**

Please note that I reserve the right to change readings for any class meeting. 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.

**Please remember that all Thursday classes will meet over Zoom.**

### **Weekly Themes and Readings:**

#### **Week 0: Welcome and Introduction to Course Themes and Readings**

Thurs 09/22: Introduction to the course (Remote)

Tompkins, Kyla. (2016).

1. “We aren’t here to learn what we already know.”  
<http://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/>
2. Handout by Professor Roy Pérez on Reading Theory (on Canvas).

#### **Week 1: The Essentials-Decolonization**

Tue 09/27:

Decolonial (María Lugones)  
 Decolonization (Hōkūlani K. Aikau)  
 Decolonization (Kristina Saliata)  
 Land

Thurs 09/29:

1. Fanon, Frantz. (1963/2007). *The Wretched of the Earth*. Grove/ Atlantic, Inc. (chapter 1)

## **Week 2: The Essentials-Indigeneity and Settler Colonialism**

Tue 10/04:

Indigeneity (Shannon Speed)  
Indigeneity (Maylei Blackwell)  
Analytics of Indigeneity (Maile Arvin)

Thurs 10/06:

1. Speed, S. (2017). Structures of settler capitalism in Abya Yala. *American Quarterly*, 69(4), 783-790.
2. Tuck, Eve (Aleut) and K. Wayne Yang. 2012. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education, Society* 1(1): 1-40.

Recommended: Saranillio, D. I. (2015). Settler colonialism. *Native studies keywords*, 284-300.

## **Week 3: The Ethics of Reading and Researching**

Tue 10/11:

1. Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard educational review*, 79(3), 409-428.
2. Gaudry, A. J. (2011). Insurgent research. *Wicazo Sa Review*, 26(1), 113-136.
3. 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/>

Thurs 10/13:

1. Tuck, E., Stepetin, H., Beaulne-Stuebing, R., & Billows, J. (2022). Visiting as an Indigenous feminist practice. *Gender and Education*, 1-12.



#### **Week 4: Indigenous Feminist Disruptions (Identifies, Gender, Land, and Sovereignty)**

Tue 10/18:

1. Stewart-Ambo, T., & Yang, K. W. (2021). Beyond land acknowledgment in settler institutions. *Social Text*, 39(1), 21-46.

\*\*\*Class Visit from Dr. Theresa Ambo\*\*\*

Thurs 10/20:

1. Simpson, Audra. (2016). "The state is a man: Theresa Spence, Loretta Saunders and the gender of settler sovereignty." *Theory & Event*, 19(4).
2. Simpson, Leanne, B. (2013). "Fish Broth & Fasting." *DividedNoMore*. Accessed April 20, 2015.

#### **Week 5: Indigenous Feminist Disruptions (Gender, Sex and Sexualities)**

Tue 10/25:

1. 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.
2. OYĒWÙMÍ, O. (2004). Conceptualizing Gender: The Eurocentric Foundations of Feminist Concepts and the challenge of African Epistemologies.(in) ARNFRED, Signe; BAKARE-YUSUF, Bibi; KISLANG'ANI, Eduard Waswwa. *African Gender Scholarship: Concepts, Methodologies and Paradigms*. Dakar: Codesria.

Thurs 10/27:

1. Miranda, Deborah. A. (2010). Extermination of the Joyas: Gendercide in Spanish California. *GLQ: A Journal of Lesbian and Gay Studies*, 16(1-2), 253-284.

#### **Week 5: Indigenous Feminist Disruptions (Interspecies Thinking)**

Tue 11/1:

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

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

Thurs 11/3: Review in Class/Miscellaneous/Discussions

### **Week 6: Enslavement and De/Coloniality**

Tue 11/8:

1. King, Tiffany Lethabo. 2016. "New World Grammars: the 'Unthought' Black Discourses of Conquest," *Theory and Event* 19: 4.
2. Interview with Zainab Amadahy:  
<http://www.feralfeminisms.com/zainab-amadahy/>

Thurs 11/10: \*\*\*\*\*No Class\*\*\*\*\*

### **Week 7: Decolonial Relationalities**

Tue 11/15:

1. Manu Vimalassery, Juliana Hu Pegues, and Alyosha Goldstein. 2016. "Introduction: On Colonial Unknowing." *Theory and Event*. 19(4).

Thurs 11/17:

1. Patel, S. (2022). "Indian Americans Engulfing "American Indian": Marking the "Dot Indians" Indianness through Genocide and Casteism in Diaspora" (pp. 270-291). In Morton, E. (Ed.). (2022). *Unsettling Canadian Art History*. McGill-Queen's Press-MQUP.

### **Week 8: Decolonizing Borders**

Tue 11/22:

1. Speed, S. (2016). States of violence: Indigenous women migrants in the era of neoliberal multicriminalism. *Critique of Anthropology*, 36(3), 280-301.
2. Luna-Firebaugh, E. M. (2002). The border crossed us: Border crossing issues of

the indigenous peoples of the Americas. *Wicazo Sa Review*, 17(1), 159-181.

Thurs 11/24: \*\*\*\*\*Thanksgiving Holiday-No Class\*\*\*\*\*

## Week 9: Decolonizing Academia?

Tue 11/29 (Over Zoom):

1. Grande, S. (2018). Refusing the University. In Tuck, E. (Ed.), Yang, K. (Ed.). *Toward What Justice?* New York: Routledge.
2. 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/>

Thurs 12/01: No Class \*\*Extra time for working on your final paper\*\*

### Important Procedures and Rules:

**Classroom Decorum/ Zoom Camera Etiquette:** Zoom has presented a number of new questions about camera and audio etiquette. My position is that when we Zoom, I'm a guest in your home (and you're a guest in mine). Moreover, we're all dealing with all kinds of unpredictable circumstances and improvising as best we can, so I believe it's important to be flexible and lenient with one another in general. That said, when you have your camera on, I would appreciate it if you would adhere to this short list of three requests that I think are basic and reasonable:

- **Please mute your mic when you are not speaking to help reduce distracting background noise.** This is important for people like me who have ADHD and are easily derailed by sound. Feel free to unmute or text chat at any time to join discussion. Turning on your camera is always optional, never required.
- **Please do not appear nude on camera.** This can be a form of sexual harassment and potentially a Title IX violation.
- **Avoid obvious use of drugs on camera.** My primary concern is triggering people who have experience with addiction. What you do off camera is not my business.
- **Please do not record any class meeting.** This is absolutely prohibited.

Students are always expected to be respectful of their classmates and professor in discussions, lectures, and their writing. Please never resort to personal attacks in class discussions. ***Racist, anti-Black, anti-Muslim, heterosexist, homophobic/queerphobic, transphobic, 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 the situation will also be reported to the Chair of Ethnic Studies and of your home department.***

***Accessibility:*** Our institutions are ableist. Sometimes even those of us who live at intersections of various systems of oppression the world lists as our dis/ability, we don't often know how to live better in this world. In that spirit, please help me support you better. If you have a medical condition or specific physical and/or learning needs, please feel free to speak with me individually so that we can make the necessary adjustments to support you participate fully and successfully. If you prefer to be called by a different name or recognized as a gender other than the one in the University enrollment record, please let me and your other colleagues know.

An important aspect of making our classroom inclusive and accessible to us all is working with the principles of kindness and forgiveness. I hope we can hold each other accountable to these principles.

***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.

***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.

***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. 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 do not ask me to explain readings or concepts over email. My office hours and our class time is the best time to ask such questions. **Please always be respectful in all your communication with your classmates and me, whether in class, during office hours, or over email.**

***Late assignments:*** You are expected to complete assignments on time. 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.

***Assignment Re-grading:*** I will make sure that my 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 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.

### 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](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](http://writinghub.ucsd.edu) | [writinghub@ucsd.edu](mailto: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](http://writinghub.ucsd.edu) for hours.
- **How?** Book appointments at <https://ucsd.mywconline.com>

