

DECOLONIAL THEORY
ETHN 163E— Winter 2024
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

Class Hours and Location:

Tuesdays 12:30-1:50 pm: In Person SOLIS 109

Thursdays 12:30-1:50 pm: Remote <https://ucsd.zoom.us/j/93882386937>

Office Hours and Location: Thursday 2-3 pm Remote <https://ucsd.zoom.us/j/99508592947>

Please note that this course is hybrid.

Our class meetings will be held hybrid. On Tuesdays, we will meet in SOLIS 109 in person, and on Thursdays, over Zoom. Regular class attendance and participation are highly encouraged.

The pandemic and teaching arrangements made by universities across many parts of the world, while remaining hostile toward differently-abled people, have allowed us this opportunity to continue working and being there for students and each other without making ourselves more vulnerable. 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 consider taking a different Ethnic Studies course.

Please note that I will be grateful if you wear your mask in class when we meet in person

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 with a focus on analytics such as those of **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 the following questions throughout the course: What is decolonial theory? Can it be articulated in the singular? What are the differences between 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, Palestine, and Kashmir feminist scholarship, and African, Black, and Dalit feminist scholarship. The focus on Palestine is more profound this year given the fact that we are in this course during the spurt in genocide of Palestinians. It is not possible to talk about decolonizing without considering the rights of Palestinians to their land and critically thinking about the link between anti-Zionism and Indigenous resistance.

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, collaboration, 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, the theorizing of Indigenous sovereignty, and what each of us can contribute towards decolonizing (the self, knowledge production, and the state and its various institutions).

Weekly readings and video analysis will take anywhere from 4-6 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, and 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. You must 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: Thursdays 2-3 pm over Zoom.

Link: <https://ucsd.zoom.us/j/99508592947>

Required Text:

There is no textbook or course reader for this course. All the readings have been made available to you through Canvas. If you have any issues with accessing course readings by the first class, please email me ASAP.

Grading Rubric:

Grade	Points
A+	96-100
A	93-95
A-	90-92
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

Course Assessment Scheme:

	<u>Type of Assignment</u>	<u>Weight/Percentage</u>	<u>Due Date</u>
1	First Critical Reflection Paper	10%	02/02/2024 at 11:59 pm
2	Second Critical Reflection Paper	15%	03/01/2024 at 11:59 pm
3	Op-Ed Assignment	15%	03/08/2024 at 11:59 pm
4	2 Critical Review Reports for On or Off Campus Talks	20%	Ongoing-Final Deadline: 02/29/2024
5	Pair-Podcast on a Selected Book	25%	03/18/2024 at 11:59 pm
6	Lecture Attendance, In-class Writing, and Participation	15%	Weekly/Ongoing
7	Active Class Participation Report	2%	03/15/2024 at 11:59 pm

Description of Course Assessment:

Assignment descriptions will be posted on Canvas.

Written Assignments:

All written assignments outside of class must be typed and printed. You should adhere to the 12-point Times New Roman, $\frac{3}{4}$ -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.

Academic Integrity:

I take matters of academic integrity very seriously. Especially in the age of AI-generated text, I encourage you to hold onto your own words and thinking. If you are struggling with assignment submission, please come talk to me and I will work with you to make alternative deadline arrangements. In no scenario should you turn to AI for help. Doing so will result in your failing the assignment and the possibility of getting reported to the Chair of the Department. For more information about UCSD's policies on academic integrity, please refer to <https://senate.ucsd.edu/operating-procedures/senate-manual/appendices/2>

Please also 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.

Lecture Schedule:

Please note that I reserve the right to change readings for any class meeting if I see the need to do so. Films and YouTube clips shown in class might not all be on the course outline but you will know their names and have links every week (if and when we watch anything in class). Not all weekly readings will be lectured on and discussed in the same detail. However, I still expect you to do all the required readings every week.

Weekly Themes and Readings:

Week 1: Beginning with Where We Are

Tue 01/09

*Tompkins, Kyla. (2016). "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/>

*Handout by Professor Roy Pérez on Reading Theory (on Canvas).

Thurs 01/11

*Read: <https://ucsdguardian.org/2023/01/08/residing-on-kumeyaay-land-at-uc-san-diego-and-the-deficiencies-of-land-acknowledgements/>

*Read: <https://www.thomaslarson.com/publications/san-diego-reader/31-ucsd-land-dead.html>

*Watch: <https://www.youtube.com/watch?v=vriTG19ZqXU&t=2s>

*Check-Out: <https://ifi.ucsd.edu/unmapping-uc-mat-koo-la-hoo-ee/>

Week 2: The Essentials/Keywords-Decolonization

Tue 01/16:

- *Read: Decolonial (María Lugones)
- *Read: Decolonization (Hökūlani K. Aikau)
- *Read: Decolonization (Kristina Saliata)
- *Read: Land

Thurs 01/18:

- *Read: Fanon, Frantz. (1963). "Concerning Violence" (pp. 35-106) in *The Wretched of the Earth*. New York: Grove Press.

Week 3: The Essentials-Indigeneity and Settler Colonialism

Tue 1/23:

- *Read: Indigeneity (Shannon Speed)
- *Read: Indigeneity (Maylei Blackwell)
- *Read: Analytics of Indigeneity (Maile Arvin)
- *Read: Settler colonialism (Dean Saranillio)

Thurs 1/25:

- *Read: Speed, S. (2017). Structures of settler capitalism in Abya Yala. *American Quarterly*, 69(4), 783-790.
- *Read: Mikdashi, M. (2013). "What is settler colonialism?" *American Indian Culture and Research Journal*, 37(2), 23-34.

Week 4: The Ethics of Reading and Researching

Tue 1/30:

- *Read: Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard educational review*, 79(3), 409-428.
- *Read: 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 2/01:

- *Read: Gaudry, A. J. (2011). Insurgent research. *Wicazo Sa Review*, 26(1), 113-136.

- *Read: Patel, S. (2019). "Complicity Talk for Teaching/Writing about Palestine in North American Academia".
<http://www.criticaethnicstudiesjournal.org/blog/2019/6/3/complicity-talk-for-teachingwriting-about-palestine-in-north-american-academia>
- *Read: Parrey, A.A. (2019). "Fact Finding Tourism". *Raiot*.

Week 5: Indigenous Feminist Disruptions (Identifies, Gender, Land, and Sovereignty)

Tue 2/06:

- *Read: Stewart-Ambo, T., & Yang, K. W. (2021). Beyond land acknowledgment in settler institutions. *Social Text*, 39(1), 21-46.
- *Read: Amanda B. (2023) Centering Place in Tawfiq Canaan's Literary Cartography, *Journal of Palestine Studies*, 52:3, 7-22, DOI: [10.1080/0377919X.2023.2246671](https://doi.org/10.1080/0377919X.2023.2246671)

Thurs 2/08

- *Read: Yazzie, M., & Baldy, C. R. (2018). Introduction: Indigenous peoples and the politics of water. *Decolonization: Indigeneity, Education & Society*, 7(1), 1-18.
- *Watch: "We Are Not Anti-Science": Why Indigenous Protectors Oppose the Thirty Meter Telescope at Mauna Kea.
https://www.youtube.com/watch?v=b_puX1Bw0pM&t=237s

Week 6: Indigenous Feminist Disruptions (Gender, Sex and Sexualities)

Tue 2/13:

- *Read: <https://www.nativeyouthsexualhealth.com/what-we-believe-in>
- *Read: 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.
- *Read: Alqaisiya, W. (2018). Decolonial queering: The politics of being queer in Palestine. *Journal of Palestine Studies*, 47(3), 29-44.
- *Watch: J. Kēhaulani Kauanui: Marriage is a Colonial Imposition <https://www.youtube.com/watch?v=u6ySbk35Y-k>
- *Watch: Why Gay Marriage?: Follow the Money.
<https://www.youtube.com/watch?v=Gd3rZAXJRko>

Thurs 2/15:

- *Read: *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 7: Indigenous Feminist Disruptions (Interspecies Thinking)

Tue 2/20:

- *Read: Todd, Z. (2014). Fish pluralities: Human-animal relations and sites of engagement in Paulatuuq, Arctic Canada. *Études/Inuit/Studies*, 38(1-2), 217-238.
- *Watch: Todd, Z. (2014). "Fish pluralities, refraction and decolonization in amiskwaciwâskahikan". <https://www.youtube.com/watch?v=tO-WvCQ3PJU>

Thurs 2/22:

- *Read: TallBear, Kim. (2011). Why Interspecies Thinking Needs Indigenous Standpoints <https://culanth.org/fieldsights/260-why-interspecies-thinking-needs-indigenous-standpoints>
- *Read: Braverman, I. (2021), Wild Legalities: Animals and Settler Colonialism in Palestine/Israel. *PoLAR*, 44: 7-27. <https://doi.org/10.1111/plar.12419>

Week 8: Affect and Indigenous Theory

Tue 2/27:

- *Read: Ghanayem, E. (2023). "Proactive Grief: Palestinian reflections on death". *Meridians: Feminism, Race, Transnationalism*. 397-412.
- *Read: Refaat Alareer poems (<https://tracyabell.com/2023/12/07/refaat-alareer-rest-in-power-and-peace/>)
- *Dar, H. (2023). "Main Burhan hun". <https://pulsemmedia.org/author/humadar/>

Thurs 2/29:

- *Read: Nixon, Lindsay. (2020). "Toward an Indigenous Relational Aesthetics: Making Native Love, Still". In Nickel, S., & Fehr, A. (Eds.). (2020). *In good relation: History, gender, and kinship in Indigenous feminisms*. Univ. of Manitoba Press.
- *Read: Bhan, M. (2018). Jinn, floods, and resistant ecological imaginaries in Kashmir. *Economic and Political Weekly*, 53(47), 67-75.

Week 9: Blackness and Indigeneity

Tue 3/05:

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

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

Thurs 3/07:

*Read: Ihmoud, S. (2021). "Born Palestinian, Born Black: Antiracism and the womb of Zionist settler colonialism". In Jung, M. K., & Vargas, J. H. C. (Eds.). *Antiracism*. Duke University Press.

*Read: Kelley, R. D. (2019). From the river to the sea to every mountain top: Solidarity as worldmaking. *Journal of Palestine Studies*, 48(4), 69-91.

Week 10: Decolonial Relationalities

Tue 3/12:

*Read: 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.

Watch: Launch of Kashmir-Palestine Scholars Solidarity Network with Keynote Lecture by Dr Goldie Osuri:

<https://www.youtube.com/watch?v=Hu4Lvj2kdEo&list=PLGqq-kSR5OyvSSfqM8RKh09dU0R9leW4N>

Thurs 3/07:

*****Review*****

Important Procedures and Rules:

Classroom Decorum/ Zoom Camera Etiquette: Zoom has presented several 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.

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 advise 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 to 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

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!

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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>