THE POLITICS OF COLONIALISM (Fall 2018)
POLI 433/533/633 A04 and CSPT 500/600 A03
10am-12.50pm DTB A357

I acknowledge with respect the Songhees, Esquimalt and WSÁNEĆ peoples on whose traditional territory the university stands and whose historical relationships with the land and water continue to this day.

Istructor: Dr. R.K. Dhamoon
Office: David Turpin Building A339
Office Hours: Wednesday’s 1pm-3pm, or by appointment
Phone: 250-721-6492
Email: dhamoonr@uvic.ca
Course Space: For course page
CRN: Poli 433 - 12745;
     Poli 533 – 12751;
     CSPT 500 – 13949;
     CSPT 600 – 13590.

COURSE DESCRIPTION
The term ‘colonialism’ is important in defining the specific form of exploitation that developed with the expansion of Europe over the last 400 years. Although many earlier rulers had colonies in which they perceived the people of those colonies as inferior, since the 15th century, colonialism has been distinct in that it has been dominated by Europeans (Loomba 1998), including the Spanish, Portuguese, British, Swedish, French, Russian, Dutch, Belgians, German, and Italian. Loomba (1998: 3) states, “By the 1930s, colonies and ex-colonies covered 84.6% of the land surface of the globe. Only parts of Arabia, Persia, Afghanistan, Mongolia, Tibet, China, Siam, and Japan had never been under formal European government.” While the field of (post)colonial theory has largely focused on European colonialism (the Ottoman Empire, Imperial Japan, the United States, and China have also acquired colonies), non-Europeans have been central to its development. Frantz Fanon, Edward Said, Gayatri Chakravorty Spivak, and sometimes Homi Bhabha are typically noted as the founders of (post)colonial theory, although these thinkers themselves have questioned this claim. Moreover, such a claim ignores the wide-ranging contributions of Indigenous thinkers and Indigenous knowledge to conceptions and critiques of colonialism, as well as critical work in the fields of the Global South, Black studies, decolonial studies, and Third World feminism.

Since the topic of colonialism is wide-reaching, we will attune our attention to contemporary colonialism, with a focus on ‘North America’. In particular, the course is organized around some recent debates taking place at the intersection of (post)colonial studies and Indigenous studies. We will begin with exploring conceptions of colonialism, and then examine some political tensions that arise from colonial relations of difference. We will conclude by exploring some of the major concepts in the study of colonial politics.
COURSE APPROACH
This course is discussion based. You are expected and required to come to class prepared to discuss the reading materials. It is recommended that you bring your reading and additional notes necessary to carry on a full class discussion. It is my goal that we all engage these materials with a critical lens. Throughout the course, we will read work by both Indigenous and non-Indigenous scholars in their aim to theorize colonialism.

I will be taking attendance regularly. I assess quality of participation on general preparation and engagement. I may deduct marks for exceptionally disruptive and disrespectful conduct. I recognize different modes of participation and engagement (e.g., some people talk more than others, but the quieter ones may still be attentive and contributing). Remember, some of your class peers will be impacted differently than you by the class discussions, and that colonialism operates in peoples actual lives.

INTENDED LEARNING OUTCOMES
1. To understand some recent debates within contemporary studies of colonialism.
2. To connect key concepts to theoretical ideas and political events.
3. To gain knowledge of some of the key thinkers in the field.
4. To develop your understanding of the divergences and convergences of colonialism impacting Indigenous peoples, Black people, other subjects of colonialism, and dominant groups.
5. To develop your skills in research, presentation, and writing short papers.

REQUIRED TEXTS
2. All other required readings are available through the University library. To save on your costs there is no coursepack, so be sure to download all of the required readings. Please bring the relevant texts to the appropriate class.

Please note that Supplemental Readings can be found on the course spaces page – I encourage you to download it for your reference.

It is expected that you read the required materials carefully in advance of class. I encourage you to read the required texts more than once as you assess the ideas.

INDIGENOUS STUDIES WORKSHOP
The Indigenous Studies workshop provides a place for graduate students and faculty members from across disciplines to come together and share research and engage in critical discussions related to Indigenous studies. The group typically meets once a month to engage in critical discussions pertaining to selected readings or themes, or to provide feedback to one another regarding works in progress. The workshop takes place at the Centre for Indigenous Research and Community-led Engagement (CIRCLE), in Saunders Annex 130 at the University of Victoria. To join the email list or to receive further information on the Indigenous Studies Workshop, please contact Dr. Heidi Kiiwetinepnesiik Stark at starkh@uvic.ca.
## COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>Due Date</th>
<th>Poli 433</th>
<th>Poli 533/CSPT 500</th>
<th>Poli 633/CSPT 600</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class presentation on news story (10%)</td>
<td>Date to be assigned</td>
<td>5-8 minutes</td>
<td>10 minutes</td>
<td>15 minutes</td>
<td>Develop your presentation skills, and make links to practice.</td>
</tr>
<tr>
<td>Class participation (15%)</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Increase your understanding of the material, &amp; develop dialogical skills.</td>
</tr>
<tr>
<td>Literature Review on readings for weeks 2, 3, 4, 5, 6. (25%)</td>
<td>Oct 18 by start of class</td>
<td>3-4 pages. You must include at least 4 of the readings from weeks 2, 3, 4, 5 &amp; 6.</td>
<td>4-5 pages. You must include at least 5 of the readings from weeks 2, 3, 4, 5 &amp; 6.</td>
<td>7-8 pages. You must include at least 8 of the readings from weeks 2, 3, 4, 5 &amp; 6.</td>
<td>Learn to assess a topic, and concisely analyze it. Develop your skills in writing a short paper that is comprehensive and well-written.</td>
</tr>
<tr>
<td>2 research papers (2 x 15% each = 30%)</td>
<td>Staggered deadlines – there are three possible submission dates, of which you must choose two: Oct 4, Nov 1, Dec 6</td>
<td>3-4 pgs each. You must complete TWO short research essays, from the choice of questions below. Each paper must include at least 3 scholarly sources.</td>
<td>3-4 pgs each. You must complete TWO short research essays, from the choice of questions below. Each paper must include at least 4 scholarly sources.</td>
<td>3-4 pgs each. You must complete TWO short research essays, from the choice of questions below. Each paper must include at least 5 scholarly sources.</td>
<td>To develop your research and analytical skills. To enhance your skills in writing a comprehensive paper. To demonstrate your knowledge of course topics.</td>
</tr>
<tr>
<td>Concept (5% presentation + 15% paper = 20%)</td>
<td>Presentation: You will be randomly chosen in class on Nov 22 or 29. Paper: due start of class Nov 22</td>
<td>Presentation: 10 minutes</td>
<td>Presentation: 10 minutes</td>
<td>Presentation: 10 minutes</td>
<td>Build your public speaking skills. Expand your comprehension of relevant ideas and how they connect. Enhance your skills in condensing knowledge in an effective way.</td>
</tr>
</tbody>
</table>
News story presentations
Each of you will do an in-class presentation on an English language news story that is relevant to the study of colonialism. Your news story must be published on or after September 1, 2018. You don’t have to agree with your chosen news story. You should:

- Introduce your news story – set up the context and topic;
- Identify some of the sources of information that are used for the news story, and assess them. (e.g. do you find them credible? Why or why not? Are the sources varied in kind or argument?) Sometimes the sources may not be obvious.
- Explain why the news story is important to studying and/or critiquing colonialism (how does it relate to course topics and material? What is added to our understanding of colonialism through the news story);
- Consider any critiques or limitations of the news story;
- Identify two questions for class discussion related to your news story.

Make sure that you practice your timing! Feel free to be creative. You will be assessed on your presentation style, clarity, and ability to address the above requirements.

The purpose of this assignment is to develop your presentation skills, and to make links between theories and practices related to the politics of colonialism. The presentations will also serve as a resource for class discussion and should help to further clarify the assigned readings.

Class participation
You will be graded for your in-class participation. You are expected to have completed all readings prior to attending each class, and are also expected to actively participate in class discussions. While it is expected that you regularly participate in class discussions, please note that you will be graded for the quality of your contribution, not simply the quantity. This means that participation should:

- Be respectful of other students and the instructor;
- Encompass relevant comments and questions that are constructive and advance the learning process on the topic;
- Demonstrate knowledge of the required readings and key concepts;
- Reflect engagement with the ideas of other students.

The purpose is to increase your understanding and retention of course material, and share your ideas/views about current debates and topics, and develop your skills in dialogical learning.

Literature Review
Drawing from the readings covered in weeks 2, 3, 4, 5 and 6, you will be expected to submit a literature review by October 18. A literature review is an account of what has been published on a topic by accredited scholars and researchers. In this case, you are asked to write one as a separate assignment (more often a literature review is part of the introduction to an essay, research report, or thesis). In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As a piece of writing, the literature
review must be defined by a guiding concept (e.g., your research objective, the problem or issue you are discussing, or your argumentative thesis). It is not just a descriptive list of the material available, or a set of summaries. A literature review must be organized around and related directly to the thesis or research question you are developing; synthesize what is and is not known; and formulate questions that need further research.

Ask yourself questions like this:

- What is the specific thesis, problem, or research question that my literature review helps to define? Are there any specific areas of controversy in the literature?
- What type of literature review am I conducting? Am I looking at issues of theory? methodology? policy? quantitative research (e.g., on the effectiveness of a new procedure)? qualitative research (e.g., studies of loneliness among migrant workers)?
- What is the scope of my literature review? What types of publications am I using (e.g., journals, books, government documents, popular media)? What discipline am I working in (e.g., nursing psychology, sociology, medicine)?
- Have I critically analysed the literature I use? Do I follow through a set of concepts and questions, comparing items to each other in the ways they deal with them? Instead of just listing and summarizing items, do I assess them, discussing strengths and weaknesses?
- Will the reader find my literature review relevant, appropriate, and useful?

It’s usually a bad sign to see every paragraph beginning with the name of a researcher. Instead, organize the literature review into sections that present themes or identify trends, including relevant theory. You are not trying to list all the material published, but to synthesize and evaluate it according to the guiding concept of your thesis or research question. See http://advice.writing.utoronto.ca/types-of-writing/literature-review/ for further information on literature reviews.

Requirements for paper:

- The length of your paper is specified above, double spaced (including bibliography and, if relevant, footnotes). Papers beyond the limit will be penalized. This is an opportunity for you to learn the art of writing short papers that are comprehensive and analytical!
- This assignment invites careful and thoughtful analysis of the course themes and readings. You should not simply regurgitate class materials.
- It is expected that you will properly use and cite your sources. You must use the APA style of referencing. Details can be found on the library website and coursespaces page.
- Additional research beyond the required readings is optional.
- Papers will have requirements regarding sources. 5% will be deducted when this requirement is not met.

The purpose of this assignment is to develop your skills in writing a short paper that is analytical, comprehensive, and well-written.
**Research Papers**

You are expected to complete two short research papers. You can select from the questions below, or you can develop your own research question so long as it is relevant to the course material. If you develop your own research question, I must approve it at least two weeks before one of the due dates. PLEASE NOTE THE DEADLINE OPTIONS.

*If you choose one of these questions, it is due on October 4 by the start of class:*

1. Compare and contrast some of the key features of Indigenous studies, (post)colonial studies, and settler colonial studies.
2. Compare and contrast approaches to colonialism by an Indigenous feminist and a Third World feminist.
3. How would you characterize the relationship between conceptions of colonialism and conceptions of capitalism? Does one derive from the other?

*If you choose one of these questions, it is due on November 1 by the start of class:*

4. Using examples, analyze the various colonial distinctions/categorizations of two of the following: Status Indians, Inuit, Metis, and Non-Status Indians.
5. What is your assessment of the Indigenous/settler binary?
6. ‘Issues of Indigenous sovereignty and issues of migration should be approached separately in studies of colonialism.’ Discuss.

*If you choose one of these questions, it is due on December 6 by 10am:*

7. Using examples, examine some recent practices of decolonization.
8. What are some of the convergences and divergences between the struggles of Indigenous peoples and Black people in Canada?
9. Over recent years, those non-Natives preoccupied with their role in Indigenous struggles have developed various principles of engagement. Using examples, what is your assessment of this preoccupation and associated principles?

Requirements for paper:

- Your topics for your Literature Review assignment and your Research Papers should be different.
- The length of your paper is specified above, double spaced (including bibliography and, if relevant, footnotes). **Papers beyond the limit will be penalized.**
- It is expected that you will properly use and cite your sources. You must use the APA style of referencing. Details can be found on the library website and course page.
- **Additional research beyond the required readings is required.** Do not use your sources superficially (e.g. cite it only once in a cursory way).
- **Papers will have requirements regarding scholarly sources. 5% will be deducted when this requirement is not met.**
The purpose of this assignment is to build your understanding of some recent debates/points of tension within studies of colonialism, and to develop your skills in writing short analytical papers. The differing deadline options are to give you some flexibility.

**Concept**
Early in the course, I will provide a list of concepts related to the politics of colonialism. You will each choose a concept. You will be responsible for providing:

a) a definition/definitions of the concept (remember, the definition may be contested);

b) at least two key thinkers of the concept and their main contributions;

c) an explanation as to why the concept is significant to the politics of colonialism in theory;

d) an explanation as to why the concept is significant to the politics of colonialism in practice;

e) the limits of the concept for the study of colonialism;

f) an outline as to how your concept links to another concept (it does not have to be from the class list).

You will have the opportunity to engage in a peer review process of your concept in week 11. You will present your concept on either November 22 or November 29, and submit a paper on your concept at the start of class on November 22.

**Requirements:**
- Your presentation should address the above requirements.
- Your paper should be 3 pages, double spaced, plus bibliography. It can be challenging to write a short statement, so don’t leave this assignment until the end!
- You must use at least 3 different scholarly sources (you can use required readings but I expect you to go beyond these texts, whether academic or non-academic).
  Use APA style for all references.

The purpose of this assignment is to expand your knowledge of some of the key ideas and thinkers in the study of colonialism, make connections between concepts, and enhance your skills in condensing and sharing knowledge in a comprehensive way.
COURSE POLICIES

MY COMMITMENT TO YOU
Your marked assignments will be returned to you in a timely fashion. I mark papers with comments, and they will be returned how they were required to be submitted (e.g. if you were required to submit CourseSpaces, that is how I shall return them).

If you are unsure how to document your work or if you have any questions about the readings and issues discussed in class or assignment expectations, please come and see me. I will do my utmost to respond promptly to your concerns. I typically respond to emails within 24 hours, except evenings, weekends, and holidays.

I will sometimes be using power point. These are outlines and not adequate for study or research purposes alone. You do not need to copy down every word on these slides. Power point slides will not be made available to students. Where there is detailed information, you will be provided with handouts either on the Course Space page or in class.

I am available to meet with you one-on-one during office hours. If you cannot meet during office hours, please contact me to make an appointment.

ENGAGEMENT PROTOCOLS
The University is committed to providing an environment that fosters the fair treatment of all members of the university community. The basis for interaction among all members of the university is mutual respect, co-operation, and understanding. There will be students in the class with different levels of knowledge, so please be prepared to be patient, to learn from one another, and to avoid competition.

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, we will aim to use gender-inclusive, non-sexist language. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Please let me know if your name and/or gender is not accurately represented in the official university record.

EMAIL & COURSESSPACE POLICY
Check your University email account often. You will be held responsible for information about the class posted via email sent between classes (I will give you a reasonable amount of time to check email). If you do not intend to use your university account, you are responsible for forwarding mail to your primary account. I will primarily use Coursespace to communicate to the class. Full or unchecked e-mail inboxes do not excuse you from not knowing the content of class emails.

I am available on email for quick questions or to set up appointments. Before sending me an email ask yourself: 1) have I reviewed the syllabus for the answer to my question?; 2) is the question better asked during office hours or in class (there may be others in class who have the same question)?
This course has a CourseSpace site. On the site you will find a copy of the course syllabus and additional course materials. To access the site, you will need a Netlink ID. Course announcements and emails will be sent through Course Space, so please check Course Space and your email regularly. All assignments should be submitted to me via Course Spaces at the start of class unless specified with other instructions. DO NOT slip papers under my office or under the door of the department office.

ASSIGNMENTS
Please use APA style of referencing for your assignments. Guidelines on the APA style can be found on the library website or the course spaces page.

You must always retain at least one paper or electronic copy of the final version of every writing assignment. A missing paper that you cannot rapidly replace is normally considered a non-existent paper.

Written work should be uploaded directly to CourseSpaces for the assignment, unless stated otherwise. Submit in either Microsoft Word format (.doc or .docx), MWord-readable formats, or Rich Text Format (.rtf). For editing reasons, papers in “.pdf” will not be accepted.

Do not slip an assignment under my office door, or under the door of the department office.

You can arrange for joint assignments if all the course instructors involved agree to it from the proposal stage. Usually a joint assignment is equivalent in size and difficulty to the sum of the assignments it replaces.

LATE ASSIGNMENTS
Late assignments will be penalized 2.5% per day (including weekends). Essay extensions can be granted in cases of illness or personal tragedy. All extensions will require a note from a doctor or another authority that can vouch for your circumstances. Extensions will NOT be given in the event of computer problems or software incompatibility. Assignments submitted 7 days after the due deadline will not be marked, unless an extension has been granted in writing by me.

ELECTRONIC EQUIPMENT
You are ultimately responsible for your own learning and classroom behaviour. In the spirit of collegiality, please come to class on time and do not disrupt the class with late arrivals. Please refrain from distracting yourself or others with electronic devices. Make sure your cell phones are turned off at the start of class. Please do not text during class. Though you may think this is not noticed, it is very distracting. If you cannot refrain from texting in class, you will be asked to leave. This also applies to inappropriate use of computers in class. Any recording of our sessions whatsoever is strictly prohibited.
Laptops are permitted in the classroom, but limited to appropriate usage - taking of notes, etc. It is inappropriate to surf the web, use social media, or play games during class. Extracurricular computing or texting is a disturbance to the people sitting around you and to me. Explicit permission for the use of a computer may be granted by the professor in the case of a documented disability that justifies its use to facilitate in-class learning.

ACCESSIBILITY & ACCOMMODATIONS
Students with diverse learning styles and needs are very welcome in this course. You may have specific personal and/or technical requirements, or require flexibility in attending classes or meeting assignment deadlines. This may be because you are differently abled, have unavoidable responsibilities, or spiritual/religious commitments. If you have specific considerations that may require accommodation, please make it known at the beginning of the term or as early as possible, both to the appropriate unit of the University and to me, and supply all the necessary documentation.

ABSENCE POLICY
Since this course depends in crucial ways on discussion and participation, it is important that you attend regularly (and punctually), and that you participate fully and appropriately. Attendance is required and will affect your final grade. If you attend less than two-fifths of the classes, I will ordinarily assign an N grade (failure due to noncompletion), regardless of your performance in other assignments. (Note that there are other assignments that you must complete to avoid an N grade.)

If health or personal crises arise that necessitate your absence, it is your responsibility to arrange to obtain notes or other information from class. It is up to you to take the initiative to find out what this material is. Excused absences include illness as verified by a doctor’s note, death in the immediate family, jury duty, religious holidays, and participation in school sports events. Excused absences will not include vacations, transportation problems, or employment. See Attendance policy: https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/attendance.html.

PLAGARISM & ACADEMIC INTEGRITY
You are expected to know and adhere to academic standards of integrity, including avoidance of plagiarism and cheating. Violations and penalties are handled at the departmental level, and form part of your academic record. Lack of sufficient care or knowledge about academic dishonesty is not an excuse. Plagiarism – a false claim about authorship – is a serious academic offence. I reserve the right to use plagiarism detection software or other platforms to assess the integrity of student work. Please see the full policy and procedures for dealing with violations of academic integrity at: https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html.

COURSE EVALUATION SURVEY (CES)
I value your feedback on this course. Towards the end of the term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program
for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. You will need to use your UVic netlink ID to access the survey, which can be done from your laptop, table, or mobile device. I will remind you and provide you with more detailed information nearer the time, but please be thinking about this important activity during the course.

OTHER UNIVERSITY POLICIES
Assignment and final grades may be appealed. See the university policy manual for formal review process. Before applying for a formal review of a grade, you should make every effort to discuss and/or submit a written appeal about the assigned grade with me. If discussion with me fails to resolve the matter, you may appeal directly to the Chair of the department. Students must keep all written work returned to them by the instructor during the term and make any work available that forms part of the grade to be reviewed. Please note that grade changes may be higher or lower than the original grade.

Any changes to your status in the course after final withdraw dates must be made through the appropriate office. Please check deadlines regarding course withdrawal, as this may adversely affect the information on your transcript. It is your responsibility to add, drop, or withdraw from the course adhering to the university deadlines.

Please note: you must complete all assignments for this course. According to university policy, failure to complete one or more of the assignments will result in a grade of ‘N’ (incomplete) for the course. An ‘N’ is equivalent to a fail for your GPA.

RESOURCES TO ASSIST YOU
Centre for Academic Communication
http://www.uvic.ca/learningandteaching/cac/index.php

Counseling Services
http://coun.uvic.ca. Remember, your well-being is more important than a singular focus on school.

Time Management and learning skills.
http://www.uvic.ca/services/counselling/groupsworkshops/index.php
### GRADING SCALE & RUBRIC

<table>
<thead>
<tr>
<th>Passing Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 – 100</td>
<td><strong>Exceptional, outstanding, and excellent performance.</strong> An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. The very rare A+ is similar to A; the plus comes from the fact that it exceeds expectations, offers remarkable analysis, and no errors. A grade of A reflects work that is flawless in the basic requirements and that reflects an outstanding comprehension of the material in all its complexities and subtleties, and displays a combination of superior analytical rigour and creative original insight. The writer likely sets up an intellectually challenging project (which of course sometimes carries with it some risk) and was able to pull it off. Moving into the A-range requires not just comprehending the material and presenting it well, but a critical engagement with the material that captures its subtleties and displays some spark of creative originality and/or superior analytical rigour. An A- is an excellent grade reflecting a paper that is almost flawless in the basic requirements (excellent comprehension of material, organization of paper, written expression, etc.); there is also a critical engagement that captures the complexities and subtleties of the material, and that displays some combination of superior analytical rigour and/or creative original insight.</td>
</tr>
<tr>
<td>A</td>
<td>85 – 89</td>
<td><strong>Very good, good, solid</strong> performance. A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the students full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Solid writing skills (i.e. good syntax and no more than one or two typos). B+ is a very good grade reflecting above-average and promising work. General qualities usually include a balance between very good comprehension of the material, excellent organization of paper, excellent written expression, no major errors, meeting all basic requirements of assignment, attaining a basic level of analytical rigour, and going beyond a mere regurgitation of texts and class work.</td>
</tr>
<tr>
<td>A-</td>
<td>80 – 84</td>
<td><strong>Good performance.</strong> An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. The very rare A+ is similar to A; the plus comes from the fact that it exceeds expectations, offers remarkable analysis, and no errors. A grade of A reflects work that is flawless in the basic requirements and that reflects an outstanding comprehension of the material in all its complexities and subtleties, and displays a combination of superior analytical rigour and creative original insight. The writer likely sets up an intellectually challenging project (which of course sometimes carries with it some risk) and was able to pull it off. Moving into the A-range requires not just comprehending the material and presenting it well, but a critical engagement with the material that captures its subtleties and displays some spark of creative originality and/or superior analytical rigour. An A- is an excellent grade reflecting a paper that is almost flawless in the basic requirements (excellent comprehension of material, organization of paper, written expression, etc.); there is also a critical engagement that captures the complexities and subtleties of the material, and that displays some combination of superior analytical rigour and/or creative original insight.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td><strong>Very good, good, solid</strong> performance. A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the students full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Solid writing skills (i.e. good syntax and no more than one or two typos). B+ is a very good grade reflecting above-average and promising work. General qualities usually include a balance between very good comprehension of the material, excellent organization of paper, excellent written expression, no major errors, meeting all basic requirements of assignment, attaining a basic level of analytical rigour, and going beyond a mere regurgitation of texts and class work.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td><strong>Good performance.</strong> An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. The very rare A+ is similar to A; the plus comes from the fact that it exceeds expectations, offers remarkable analysis, and no errors. A grade of A reflects work that is flawless in the basic requirements and that reflects an outstanding comprehension of the material in all its complexities and subtleties, and displays a combination of superior analytical rigour and creative original insight. The writer likely sets up an intellectually challenging project (which of course sometimes carries with it some risk) and was able to pull it off. Moving into the A-range requires not just comprehending the material and presenting it well, but a critical engagement with the material that captures its subtleties and displays some spark of creative originality and/or superior analytical rigour. An A- is an excellent grade reflecting a paper that is almost flawless in the basic requirements (excellent comprehension of material, organization of paper, written expression, etc.); there is also a critical engagement that captures the complexities and subtleties of the material, and that displays some combination of superior analytical rigour and/or creative original insight.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td><strong>Good performance.</strong> An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. The very rare A+ is similar to A; the plus comes from the fact that it exceeds expectations, offers remarkable analysis, and no errors. A grade of A reflects work that is flawless in the basic requirements and that reflects an outstanding comprehension of the material in all its complexities and subtleties, and displays a combination of superior analytical rigour and creative original insight. The writer likely sets up an intellectually challenging project (which of course sometimes carries with it some risk) and was able to pull it off. Moving into the A-range requires not just comprehending the material and presenting it well, but a critical engagement with the material that captures its subtleties and displays some spark of creative originality and/or superior analytical rigour. An A- is an excellent grade reflecting a paper that is almost flawless in the basic requirements (excellent comprehension of material, organization of paper, written expression, etc.); there is also a critical engagement that captures the complexities and subtleties of the material, and that displays some combination of superior analytical rigour and/or creative original insight.</td>
</tr>
</tbody>
</table>
B reflects average/good work. It indicates a need for improvement in future work. Usually there are no major errors, and there is a good, above-average comprehension of the material – though there may be problems of written expression, or of precision, or the work amounts to a regurgitation of texts or class discussion, etc.

B- is a below average grade which suggests some problems that needs attention.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+</td>
<td>65-69</td>
<td><strong>Satisfactory</strong>, or <strong>minimally satisfactory</strong>. A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material, and that indicates that the students has met the basic requirements for completing assigned work and/or participating in class activities. Adequate writing skills (e.g. less than five typos, grammatical errors and or awkward sentences).</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
<td>A grade in the C range indicates some basic problems that require immediate attention and perhaps some pedagogic help.</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td><strong>Marginal</strong> performance. A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree. Deficient writing skills (i.e. awkward syntax and or frequent errors).</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td><strong>Unsatisfactory</strong>. F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree. Misunderstanding of material and/or unacceptable writing skills (i.e. terrible syntax and copious errors).</td>
</tr>
<tr>
<td>N</td>
<td>0-49</td>
<td>Did not write examination or complete course requirements by the end of the term or session; no supplemental.</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE & REQUIRED READINGS

CHANGES TO READING ASSIGNMENTS MAY BE ANNOUNCED IN CLASS OR BY EMAIL.
Please note that Supplemental Readings can be found on the course spaces page –
I encourage you to download this file for your reference.

WEEK 1: SEPTEMBER 6
Introduction, What is colonialism?, & Presentation assignments

WEEK 2: SEPTEMBER 13
Critical inquiry of colonialism: methodological considerations I
Required reading

WEEK 3: SEPTEMBER 20
Critical inquiry of colonialism: methodological considerations II
Required reading

WEEK 4: SEPTEMBER 27
Settler colonialism - A structure, event, commonsense, genocide, distinct from other colonialisms?
Required reading (I recommend that you read in the following order)


WEEK 5: OCTOBER 4
Colonial Unknowing, Settler Colonialism, and Indigeneity
Required reading (read in the following order)


WEEK 6: OCTOBER 11
Decolonization & Decoloniality
Required Readings


WEEK 7: OCTOBER 18
Colonial Entanglements of Indigenous and Black Histories
Required reading


WEEK 8: OCTOBER 25
The Binary of Indigenous/Settler
Required reading


WEEK 9: NOVEMBER 1
Colonial Gendering and Homonationalism
Required reading


WEEK 10: NOVEMBER 8
Colonial logics of capital
Required reading


WEEK 11: NOVEMBER 15
There will not be a formal class today. Instead, for those of you who want to engage in peer review of their concept – the oral presentation and/or the written presentation – the seminar room will be available 10am-12.50pm.

WEEK 12: NOVEMBER 22
Concept Presentations

WEEK 13: NOVEMBER 29
Concept Presentations ctd. & Final Reflections