Course Description:
This course offers an in-depth engagement with the issues of colonialism and postcoloniality, both as a historic phenomenon and as epistemological issues, as well as approaches to Aboriginal resurgence with a focus on Canada. We will delve into the original colonial conditions in the “New World,” to set the stage for our explorations into the various responses to colonization: anti-colonial war of liberation, orientalism, postcolonialism, subalternity, end of postcoloniality, and the First Nations responses to settler colonialism in Canada. We will focus on the epistemological grounds of colonialism and responses to it, but here epistemology involves action and resistance. The works we study are primarily theoretical in nature, but they dwell in historical, geographical, and cultural conditions of the multiplicity of experiences of colonization and subalternity.

This course is heavy on reading and the students are expected to read the equivalent of three chapters or articles per week.

Course Outcomes/Objectives:
The course will provide the student with some key readings in the postcolonial theoretical literature, theories of subalternity and orientalism, as well as African and indigenous theory. By the end of this course the students should have a solid footing in “non-western” theoretical contributions with the common denominator of various experiences of colonialism. We will find how the West, as the self-acclaimed epistemological centre of universe, has been permeated by multiplicity of voices and epistemological subversions.

Course Pre/Co-requisites:
N/A
Course Evaluation:
Group Discussions (attendance is mandatory) 10%
2 Critical Response papers, due October 2, November 4 25%
In-Class, open book exam, October 16 25%
Term Paper, 10 pp., dbl space, font size 12, due December 4 40%

Further instructions about the exams and paper will be provided during the term.

NOTE: the above dates are non-negotiable!

Required Resources:

A number of book chapters and journal papers are deposited on Course Spaces. Some sources are available online and free to access. It is the student’s responsibility to retrieve these materials.

<table>
<thead>
<tr>
<th>Sociology 390</th>
<th>Colonialism, Postcoloniality, and Indigenous Resurgence</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading List</td>
<td></td>
</tr>
</tbody>
</table>

**Week 1 (September 4): Introduction**
No Reading!

**Week 2 (September 9, 11): On Colonialization**

**Week 3 (September 16, 18): Decolonization and Liberation-1**

**Week 4 (September 22, 28): Decolonization and Liberation-2**

**Week 5 (September 30, October 2): Othering**

NOTE: Critical Response Paper #1 (10%) due on October 2.
**Week 6 (October 7, 9): Eurocentrism and Modernity**


NOTE: Monday, October 14 Thanks Giving Holiday. No Class! Enjoy!

**Week 7 (October 16): Examination**

Note: In-Class Open Book Exam (25%) on October 16

**Week 8 (October 21, 23): Orientalism**


**Week 9 (October 28, 30): Subalternity**


Peyman Vahabzadeh, “The Conditions of Subalternity: Reflections on Subjectivity, Experience and Hegemony.” *Socialist Studies/Études socialistes* 3:2 (Fall 2007), pp. 93-113. ISSN: 1717-2616

**Week 10 (November 4, 6): Epistemic Disobedience and Epistemic Endosmosis**


NOTE: Critical Response Paper #2 (15%) due on November 4.

NOTE: Monday, November 11 and Wednesday November 13 Reading Break. No Class! Enjoy!

**Week 11 (November 18, 20): Indigenous Knowledge and Nested Sovereignty**


Shirin Hess, “Zapatista Women Inspire the Fight Against Patriarchy.” Available at: https://truthout.org/articles/zapatista-women-inspire-the-fight-against-patriarchy/


**Week 12 (November 25, 27): Indigenous Resurgence-1**


**Week 13 (December 2, 4): Indigenous Resurgence-2 & Conclusions**


**NOTE: Term Paper (40%) Due December 4 (no extensions)**

**The Assignments:**

1. **Group Discussion and Participation**
   
   Attendance is mandatory. The participation grade is based on written group discussion reports submitted to the instructor at the end of group discussions, usually held in the latter part of each class. There will be 10 hour-long group discussions and they are worth 1% each. Please note that these reports are not formalities: based on the quality of the answers given to the instructor each written report is evaluated as 1% or 0.75%. Critical answers are key to your grade.

2. **Critical Response Papers**
   
   Critical Response short papers are meant to encourage you to engage critically with the assigned readings. Critical Response Paper #1 is worth 10% and Critical Responses Paper #2 is worth 15%. By “critical response” I mean a very specific approach: being critical of a reading or a point an author makes does not necessarily mean negating or rejecting it. It could also mean making attempts at (a) showing its shortcoming(s), (b) exposing its epistemological assumptions, (c) sharpening its argument, (d) trying to extend the argument that in your judgment has been left undeveloped or incomplete, or (e) any combination of the above. In order to achieve the critical stance, you will need to understand the logical and epistemological component on an argument. You will need to know what makes an author offer a certain statement or take the position she or he takes. This is key to critical response and it is called “immanent criticism”: to be critical of a predicate by focusing on the very elements that made the predicate possible in the first place.

   This is a short assignment—strictly 2 pages in length. You will need to take out one point, one argument, or one passage from the readings and focus on the one issue you think you can critically engage with. Take the following steps: (a) use one paragraph (half-a-page or so) to quote, paraphrase, and/or explain the statement, position, or thesis in question; (b) use another paragraph (half-a-page or so) to explain why the earlier position or
statement is problematic; and (c) use the rest of the paper (about one page) to develop your immanent criticism as explained above. The suggested lengths/format is more of a guideline rather than strictly imposed. But please do write clearly and with a thesis in mind—a thesis you will develop throughout the response.

Critical Response Paper #1 will focus on any work or argument of your choice pertaining to the course readings between Weeks 2 and 4 inclusive (de Las Casas and Fanon). Critical Response Paper # 2 will focus on any work or argument of your choice pertaining to the course readings between Weeks 5 and 10 inclusive (Fanon ["Blackness"], Eze, Dussel, Dabashi, Said, Mignolo, Vahabzadeh, Spivak, Guha).

All assignments must include a cover page and a bibliography and submitted in double-spaced, 1-inch margin, font size 12 format. All references must be correctly cited (using ASA format) including page numbers. Proper citation part of your grade.

1. An 'A' paper contains an outstanding short response that gestures toward making a contribution to the field. It offers precise elaboration of the issue and why it is problematic, as well as a formidable and well discussed critical engagement with it as explained above.
2. A 'B' paper contains a very good response that captures with relative success the issue to be discussed. It is clear about the issue and its problematic, and its critique is also acceptable.
3. A 'C' paper contains references to the issue that still needs to be clarified and developed. It offers a glimpse of what the issue is and it contain a critique that still needs of further elaboration.

3. **In-class exam**
   This is an open-book in-class exam (1 hour). You will be given two questions and you will choose one and will write an essay on it. The questions intend to show your in-depth understanding of the course readings as well as your ability to make connections conceptually and historically between different authors and/or issues.

4. **Term paper**
The Term Paper is intended to allow the students to write on a topic of their choice—a topic that naturally pertains to the general themes of the course: colonialism, postcoloniality, and indigenous insurgence. The Term Paper makes up 40% of the grade for this course. As such, I suggest, it must be taken seriously and with due care. In the interest of transparency, here are my expectations and grading criteria.

**Technicalities:**

1. The papers should be 10 pages in length, font size 12, double-spaced, 1-inch margins. They should include a cover page and a Reference page.
2. All sources used or consulted must be cited properly. Any information you bring in your paper that is not your own, in any form presented (direct quote or paraphrase), must be cited. The citation for specific information must include a page number (where applicable).
3. The paper must be written using academic language. The submitted paper must be edited and readable.
4. The citation format is ASA. Please visit: https://libguides.sjsu.edu/ASAguide and http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_forASA_Style.pdf
Content:
I hope the two Critical Response (short) papers have prepared you for the serious and close examination of an issue of your choice, which is at the heart of the Term Paper. Please pick a topic or theme pertaining to our course that interests you. While your topic is entirely your choice, it is important to keep in mind that your paper needs to be analytical. In other words, the subject may be historical or empirical, just as it may be theoretical, but the paper should contain critical analysis and try to offer original insights about the subject matter.

Your paper must begin with introductory remarks that provide the proper context for the subject matter. The introduction must lead the reader to the issue/theme and why you wish to study it. It usually wraps up with a statement of intent or a thesis statement. The body, which makes up the bulk of the paper, takes appropriate steps to explain and develop the issue/theme. For the body or analysis, you are expected to use the readings of the course, but you are not limited to our readings. The paper is expected to conclude with analysis, and it should aim for original contribution.

Of course, you are more than welcome to discuss your papers with me.

Grading:
Technicalities: 5% (above: straightforward), Content: 35% (read the following)

1. An ‘A’ paper contains an outstanding analysis—one that aims at making a potential contribution to the field. It offers precise elaboration of the issue; it is insightful and engaged; and it contains a critical engagement that is closely connected with its theme.
2. A ‘B’ paper contains a very good engagement with the topic—one that captures with relative success the issue to be discussed. The paper is written clearly and brings the issue to light and points out the problems or issues. The critique it offers is acceptable while needing elaboration.
3. A ‘C’ paper contains a clear topic while making references to the issue in such a manner that it still needs clarification and development. It offers a glimpse of what the issue is, it may not contain a critique. In case it aims for a critical analysis, its critique still needs to be developed and relevant and connected to the issue at hand.

Final Words:
The paper is due in class on June 27, 2019. This date cannot be negotiated. Late papers will not be accepted.

Legal Blurb:

Examination and Assignment Policy
As per university policy, absence is only permitted in cases of illness, accident, family affliction, or religious obligations. Missing an exam for other reasons will result in an "F." Students are responsible for providing official documentation to justify their absence, e.g. a doctor’s note. In cases of justified absences, the student has the right to request a make-up exam. Please note that exams will not be rescheduled to accommodate students’ personal circumstances, including travelling plans. There are no exceptions to this policy.
**Grading**
In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

Official Grading Standards of University of Victoria is available for your viewing at: [https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/grading.html](https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/grading.html)

**Attendance**
As per university policy, attendance to all classes is mandatory. Students who are unavoidably absent because of illness, accident or family affliction should report to the instructor as soon as possible. Absences that cannot be justified in accordance with university policies will be subject to penalty at the discretion of the instructor. If you are absent for reasons other than those specified under university policies, then it is not the responsibility of the instructor or the TA to help you catch up with missed lecture material.

**Academic Integrity**
The Department of Sociology fully and rigorously enforces the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. Students caught cheating in the course will be expelled and reported to the Chair of the Department of Sociology and the Dean of Social Sciences for disciplinary action.

**Accessibility Statement**
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

**Plagiarism and Cheating**
Students must note the statement on “Plagiarism” in the UVic Calendar, and all regulations under the “Policy on Academic Integrity.” Quotes and citations must be used for any material longer than 5 words in succession that is not the student’s original work.

**Harassment**
The Department of Sociology supports the University's policies on harassment, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

**Classroom Etiquette**
Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the classroom after the instructor’s presentation has started can be distracting both to the instructor as well as to other students. While occasional lateness may
be unavoidable, your dedication to being on time is greatly appreciated. The use of electronic communication devices is also a distraction to both the instructor and classmates. This includes texting and surfing the Internet. Please turn off your electronic communication devices before entering the classroom and refrain from using them during class. If there is a justifiable reason for using your device during class (e.g., expecting an urgent call related to health or illness), please notify the instructor ahead of time, keep the device on vibrate, and exit the room if you must receive a message.

**Departmental Equity Policy Statement**
The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment where members of all genders, races, ethnicities, religions, abilities, and structurally disadvantaged groups are treated fairly. We will not tolerate sexism, racism, classism, ageism, ethnocentrism, homophobia, transphobia, ableism, and discrimination based on religious beliefs or any other form of prejudice which undermines people’s rights to fairness.

**Bringing in the Bystander – Bystander Intervention Training at UVic**
Offered by the Office of Student Life, "Bringing in the Bystander" is a free in-person workshop on campus that teaches students how to overcome resistance to checking in and intervening when they observe harmful situations and the potential for sexualized violence to occur. By empowering students to become active bystanders, we hope to create a compassionate community response to preventing sexualized violence and fostering a safer environment on campus.

Email: svptraining@uvic.ca
Web: www.uvic.ca/bystander

**Course Experience Survey (CES)**
Your feedback on this course is valued. 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 regarding the course and the instructor’s 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 e-mail inviting you to do so. If you do not receive an e-mail invitation, you can go directly to http://ces.uvic.ca. You will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet or mobile device. Please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

**Grading**
A primary purpose of evaluation and grading is to further effective teaching and learning. Any practices which assign a predetermined percentage of students a specific grade, that is, a certain percentage get A, another percentage get B and so on, without regard to individual achievement are prohibited.

The table on the next page shows the official grading system used by instructors in arriving at final assessments of student performance. For letter grades authorized for use in the Faculty of Law, see the entry under that faculty.
<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage *</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>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. Normally achieved by a minority of students.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>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 student’s full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>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 the student has met the basic requirements for completing assigned work and/or participating in class activities.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>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.</td>
</tr>
<tr>
<td>COM</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.</td>
</tr>
<tr>
<td>CTN</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Continuing. Denotes the first half of a full-year course.</td>
</tr>
<tr>
<td>Failing Grades</td>
<td>Grade Point Value</td>
<td>Percentage *</td>
<td>Description</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>0 – 49</td>
<td>Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered</td>
</tr>
</tbody>
</table>
and if the percentage range varies when assessment techniques are announced at the beginning of the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Description</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
<td>0 – 49</td>
<td>Did not complete course requirements by the end of term or session; no supplemental.</td>
</tr>
<tr>
<td>N/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td>F/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temporary Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INC</td>
<td>N/A</td>
<td>N/A</td>
<td>Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.</td>
</tr>
<tr>
<td>DEF</td>
<td>N/A</td>
<td>N/A</td>
<td>Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See Deferred Status.</td>
</tr>
<tr>
<td>INP</td>
<td>N/A</td>
<td>N/A</td>
<td>In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit, intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.</td>
</tr>
<tr>
<td>Grade Note</td>
<td>Note</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIC</td>
<td>N/A</td>
<td>Co-op Interrupted Course. See <a href="#">General Regulations: Undergraduate Co-op</a>.</td>
<td></td>
</tr>
<tr>
<td>AEG</td>
<td>N/A</td>
<td>Aegrotat. Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student’s performance or prevented completion of all course work.</td>
<td></td>
</tr>
<tr>
<td>WE</td>
<td>N/A</td>
<td>Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.</td>
<td></td>
</tr>
</tbody>
</table>

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.*