

CGS 3517F Decoloniality  
Centre for Global Studies  
Huron University College

Mondays 12:30-2:30 and Wednesdays 1:30-2:30 HC-W106

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1999 level, or permission of the Centre for Global Studies

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Office Hours: Friday 2-4:00 p.m. or by appointment.

Course Description This course examines decoloniality as the thinking that proceeds from the need, desire and will to decolonize places, thoughts and socio-political orders. Like coloniality, decoloniality operates as an orientation to engagement in the diverse activities of daily life, that inheres within social and political structures, and that shapes human/environment relationships.

Course Objectives In this course you will practice identifying how theory and real life are related. I want you to recognize how theoretical abstractions can emerge from human practice, and to perform analysis of daily life as modelling new ideas. You will test this relationship in your written projects and in class discussions, exercising your ability to recognize and articulate what is radical and transformative about decolonial practices.

Course Methods Our course relies on instructor-led discussion and analysis of the course materials. I will identify key ideas, present cases and explore our readings in brief lectures, and we will proceed to then discuss them in light of the reading materials.

Required Readings Aside from the books listed below, we will also be reading a set of scholarly articles and selections from other works. These items will all be available on line through our Owl/WebCT page, on-line from a public data base, or through the Western library's online catalogue.

Fanon, Frantz. 1952. *Black Skin, White Masks*. New York: Grove Press.

Ferris, Neal. 2009. *The Archaeology of Native Lived Colonialism: Challenging History in the Great Lakes*. Tucson: The University of Arizona Press.

Mignolo, Walter D. 2011. *The Darker Side of Western Modernity: Global Futures, Decolonial Options*. Durham and London: Duke University Press.

Simpson, Leanne. 2011. *Dancing on Our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence and a New Emergence*. Winnipeg: Arbeiter Ring Publishing.

The Kino-nda-niimi Collective. 2014. *The Winter We Danced: Voices from the Past, the Future and the Idle No More Movement*. Winnipeg: Arbeiter Ring Publishing.

### Evaluation

Book Analysis 1- Relationships and Resurgences as Decolonial Moves 20% (due in class October 8)

Book Analysis 2- Challenging Coloniality in Place 25% (due in class November 5)

Book Analysis 3- Decolonizing Time, History and Change 25% (due in class November 26)

Final Take Home Exam- due in my office before 4:00 p.m. December 16)

Description of Assignments Each of your written assignments for this course is based on one or a section of one of our course texts. Each is a brief 5-6 page paper (including quotations) in examining the text in light of the topic. We will compose richer topical descriptions in class discussions. In general, because these are based on readings, be careful to read thoroughly, make notes on your impressions of the work, and consider identifying apt quotes as you read.

### Schedule

September 8- Introduction

September 10- “Words cannot describe what we have achieved”: Decoloniality in the Moment  
Simpson, Chapters 1, 2, 3; Kino-nda-niimi Collective, selections.

September 15 and 17- Coloniality, 1  
Mignolo, Preface, Introduction, Part One

September 22 and 24- Coloniality, 2  
Fanon, selections; Ferris Chapter 1, 2.

September 29 and October 1- Life, Knowledge and Decoloniality  
Simpson, Chapters 4, 5; Ferris Chapter 3; Mignolo Part Two

October 6 and 8- Decoloniality is Mundane: Reimagining Daily Life as Decolonizing  
Simpson, Chapters 6, 7; Ferris Chapter 4; Kino-nda-niimi Collective Selections

October 13 and 15- Decoloniality is Mundane: Decolonizing Place in Daily Life  
Kulchyski Part One; selection from *Territories of Difference*.

October 20 and 22- Life and Colonized Place  
Kino-nda-niimi Collective selections; Kulchyski Part Two and Part Three.

October 27 and 29- Life and Decolonizing Place  
Mignolo Part Two; selection from *Globalization and the Decolonial Option*

November 3- STUDY DAY

November 5- same as October 27 and 29

November 10 and 12- Globalization and Decoloniality  
Mignolo Chapter 6

November 17 and 19- Globalization and New Options for Being Human  
Mignolo Chapter 7; Simpson Chapters 6 and 7.

November 24 and 26- Decoloniality and Imperial Capitalism  
Mignolo Chapter 8

December 1 and 3- Decolonial Pasts, Present, Futures  
Kino-nda-niimi Collective selections.

## **Appendix to Course Outlines**

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

[downloadable Student Medical Certificate (SMC):

<https://studentservices.uwo.ca/secure/index.cfm> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the

Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the

world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred

from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Accessibility**

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Program and Academic Counselling**

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, [mfranke@huron.uwo.ca](mailto:mfranke@huron.uwo.ca), 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounselingServices>