

**CGS3517W Decoloniality**  
**Centre for Global Studies**  
**Huron University College – V214**  
**Mondays 10:30-11:30 & Wednesdays 9:30-11:30**

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:** Wednesday 11:30-12:30

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

**Course Description:** This course will address contemporary international movements associated with decolonization, both of formerly colonized nations, and of colonizers. Colonization will be understood to include both the physical and economic domination of Peoples of newly settled and claimed lands, but also the psychological processes of discipline and internalized assimilation associated with such domination. “Coloniality” is defined by Brian Noble as describing both the physical and the psychological processes associated with settler-colonial domination. Therefore, decoloniality describes both the effort to remove colonial dominance from daily routines (often re-instituting traditions as a counter), but also to relieve oneself of the low self-esteem associated with racial subjugation and internalized oppression. Beginning with a survey of anti-colonial political philosophy and Indigenous and Subaltern cultures of resistance this course will provide students with the philosophical background and historical knowledge to engage effectively in decolonizing their ethnographic methods and writing. Texts will include Glenn Coulthard’s *Red Skin, White Masks*, Audra Simpson’s *Mohawk Interruptus*, and Michael Asch’s *On Being Here to Stay*, selections from Fanon’s *Black Skin, White Masks*, Timothy Mitchell’s *Colonising Egypt* as well as an assortment of articles written by both Indigenous and non-Indigenous authors in various fields of study (including Noble, Foucault, Barthes, Tuhiwai Smith, Kovach, Asad, Leanne Simpson, Lynn Gehl, Said and Vizenor).

**Course Objectives:** In this course you will identify ways in which theory and real life are related. Recognizing how theoretical abstractions can emerge from human practice and performing analyses of daily life help propel 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:** This course relies on instructor-led discussion and analysis of the course materials. I will explore key ideas, present cases and readings in brief lectures, and we will proceed to discuss them in light of previous course materials.

**Required Texts:**

Asch, Michael. 2014. *On Being Here to Stay: Treaties and Aboriginal Rights in Canada*. Toronto, ON: University of Toronto Press.

Coulthard, Glen. 2014. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Toronto, ON: University of Minnesota Press.

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life across the Borders of Settler States*. Durham, NC: Duke University Press.

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

Gehl, Lynn. 2017. *Claiming Anishinaabe: Decolonising the Human Spirit*. Regina, SK: University of Regina Press.

Further reading will be made available electronically.

### **Schedule:**

#### **Monday January 8**

##### **Day #1 – Introduction**

Introduce class, syllabus, and assignments.

#### **Wednesday January 10**

##### **Day #2 – Introduce Terms – An Outline of Colonialism & Imperialism**

Imperialism, Enlightenment, Renaissance, “Great Chain of Being,” Racism and Evolution, Hegemony [Gramsci], Modernism > Postmodernism > Meta-modernism

Readings – Asad “*Anthropology & the Colonial Encounter*” selections  
Mitchell “*Colonising Egypt*” selections  
Gramsci – “*Prison Notebooks*” selections

#### **Monday January 15**

##### **Day #3 – Figures of Modernity & the Anti-Colonial Impulse**

Survey of colonialism in Europe, The Americas, India and Africa, and of major figures of the “Modern” Post-Colonial Era [Pre-war and up to the end of World War II] {Boas, Fanon, Ghandi, Haile Selassie I, Garvey, etc.}

Readings – Barthes “*Rhetoric of the Image*” selections  
Said “*Orientalism*” selections  
Foucault “*Docile Bodies*”

**Wednesday January 17**

**Day #4 – Stereotypes and Representation**

**Presentations on Readings Begin! (10%)**

Film – “Reel Injun”  
Readings – Gilman “*Difference and Pathology*”  
Foucault “*Panopticism*”  
Findlay “*Always Indigenize!*”

**Monday January 22**

**Day #5 – International Anti-Colonial Recognition and Indigenous Peoples’ Issues**

Readings – UN Declaration on Decolonization  
UNDRIP  
TRC 94 Recommendations

**Wednesday January 24**

**Day #6 – Foundations of Anti-Oppressive/Anti-Colonial Theory**

**Assignment #1, Part #1 Due – Current Events Analysis (10%)**

Readings – Fanon “*Black Skin, White Masks*” selections  
Foucault “*Governmentality*”

**Monday January 29**

**Day #7 – Decolonizing Law**

Readings – Mills “*Opichi: An Invitation...*”  
Noble “*Coloniality*”  
Christie “*Law, Theory, and Aboriginal Peoples*”

**Wednesday January 31**

**Day #8 – The Legal Basis of Canada, “We are All Treaty Peoples”**

Readings – Asch “*On Being Here to Stay*” Pt.1 (ch. 1 - 4)

**Monday February 5**

**Day #9 – Treaty Peoples, continued – Unsettling Canada**

Readings – Asch “*On Being Here to Stay*” Pt.2 (ch. 5 - 9)

**Wednesday February 7**

**Day #10 – Recognition and Reconciliation**

**Assignment #1, Part #2 Due – Current Events Analysis (10%)**

Readings - Coulthard “*Red Skin, White Masks*” Pt.1 (ch. Intro, 1, 2)

**Monday February 12**

**Day #11 - Recognition and Reconciliation, Refused**

Readings - Coulthard "*Red Skin, White Masks*" Pt.2 (ch. 3 - conclusion)

**Wednesday February 14**

**Day #12 – Decolonizing Methods**

Readings – Tuhiwai Smith "*Decolonizing Methodologies*" selections

Kovach "*Indigenous Methodologies*" selections

**Reading Week! February 19 & 21**

**Monday February 26**

**Day #13 – Decolonizing Education**

**Assignment #2 Due – Major Paper Proposal (10%)**

Readings – Cornassel "*Revisioning Resurgence*"

Cornassel & Gaudry "*Insurgent Education and Indigenous Centered Research*"

Gaudry "*Insurgent Research*"

Gaudry & Hancock "*Decolonizing Métis Pedagogies*"

**Wednesday February 28**

**Day #14 – Decolonizing Research**

Readings – A. Simpson "*Mohawk Interruptus*" Pt.1 (ch. 1, 2)

**Monday March 5**

**Day #15 – Decolonizing Research, continued**

Readings – A. Simpson "*Mohawk Interruptus*" Pt.2 (ch. 4 - conclusion)

**Wednesday March 7**

**Day #16 – Decolonizing Ourselves**

**Assignment #3 Due – Book Review (15%)**

Readings – L. Simpson "*Dancing on our Turtle's Back*" Pt. 1 (ch. 1 - 3)

**Monday March 12**

**Day #17 – Decolonizing Ourselves, continued**

Readings – L. Simpson "*Dancing on our Turtle's Back*" Pt. 2 (ch.4 - 8)

**Wednesday March 14**

**Day #18 – MMIW & Residential Schools and the Fallout**

Film – "Finding Dawn"

**Monday March 19**

**Day #19 – MMIW & Residential Schools and the Fallout**

Film – “Caribou Legs”  
Readings – Vizenor “*Fugitive Poses*”

**Wednesday March 21**

**Day #20 – Decolonizing Everything! Food, Music, Dance, Dress, Days and Nights...**

Readings – Gehl “*Claiming Anishinaabe*” Pt.1 (ch. 1 - 10)  
Images - Monkman

**Monday March 26**

**Day #21 – Decolonizing Everything! Continued**

Readings – Gehl “*Claiming Anishinaabe*” Pt.2 (ch. 11 - 21)  
Film – “Dancing Around the Table, pt.1”

**Wednesday March 28**

**Day #22 – The Round Dance of Reconciliation**

Film – “Dancing Around the Table, pt.2”  
Readings – kulchyski “*aboriginal rights are not human rights*” selections

**Monday April 2**

**Day #23 - The Round Dance of Reconciliation, continued**

Film – “Dancing Around the Table, pt.3”  
Readings – kulchyski “*aboriginal rights are not human rights*” selections

**Wednesday April 4**

**Day #24 – Final Discussion & Review**

**Monday April 9**

**Assignment #4 Due - Major Paper (25%)**

**Take-Home Exam – Dates TBA (20%)**

**Assignments & Due Dates –**

**Assignment #1 – Two Current Events Analyses (10% each) – Due January 24<sup>th</sup>, and February 7<sup>th</sup>** – Students will complete 2 2-3 page responses to current news articles/stories concerning post-colonial and/or decolonizing nations using at least one course reading as a citation; 12-point, New Roman font, double spaced, one-inch margins. Begin by asking who is involved, who is doing the reporting, and who is the (un)intended audience? How are Indigenous

Peoples being represented in the article/story? What is being implied in the conversation, what is being left out, and what is left unsaid? Whose perspective is assumed?

**Assignment #2 – Major Paper Proposal (10%) – Due February 26th** – Students will submit a 1-2 page proposal for a topic of their choice relating to a decolonial project using at least two course readings as citations; 12-point, New Roman font, double spaced, one-inch margins. See the major paper description for further instructions (Assignment #5).

**Assignment #3 – Book Review (15%) – Due March 7th** – Students will complete a 4 page critical review addressing central themes and theories of either “*On Being Here to Stay*,” “*Red Skin, White Masks*,” or “*Mohawk Interruptus*”; 12-point, New Roman font, double spaced, one-inch margins. A critical review is not a book report. Do not waste space recounting content. Critique does not necessarily negativity, but rather offers “close reading” of philosophical, political or social theories and scrutinizes their applicability in various contexts. How do the ideas presented in the book hold together (coherence)? Are the suggestions that the texts offer possible solutions to current issues, or do they present further problems of their own? How do they highlight the issues associated with decolonization movements, and what barriers do they describe as impeding progress? What or who needs to be decolonized? How can decolonial efforts be supported by scholars, activists, and community members at large?

**Assignment #4 – Presentation & Moderation of Class Discussion (10%)** – Students will lead class discussion for one of the course readings in a 10-15 min. presentation and will provide the class with 3-4 questions to help situate the course materials, to highlight major themes and theories, to provide historical context and to encourage discussion. Powerpoint is welcome but not required. A short review of the piece should be offered highlighting major themes and theories presented in the article. Questions should help to elucidate ideas presented in the text, and to situate the reading in relation to other course materials. Who is the author? What is the political, historical, and social context that they are responding to? (For those weeks where the reading includes a book there will be two presenters. They are encouraged, but not required to work together.) Sign up will take place during the second class meeting.

**Assignment #5 – Major Paper (25%)** – Students will submit a 12 page paper on the topic outlined in their proposal, using at least six course materials as references, and two sources from outside of the class readings or films; 12-point, New Roman font, double spaced, one-inch margins. How does the project that you have chosen to discuss relate to the course materials, and how does that project enact theories in real world resistance movements? Or, how does the project that you have chosen destabilize popular decolonial theories by presenting real world confounds? Who are the players? What is the historical context shaping contemporary issues? Do the facts on the ground align with or disturb theoretical assumptions and conclusions? How can theories be adjusted to suit new circumstances? Can particular theories “travel” or are they context dependent? How do demographics, economics, politics, psychology and culture shape

decolonial efforts, and how can decolonization and Indigenous resurgence be supported in different contexts?

**Take-Home Exam (20%)** – Students will be given a take-home exam, the first section of which will ask them to match 25 terms with the theorist who introduced the idea, from which they will be asked to provide five short answers detailing the importance of the theory/method/theme in decolonization movements, and finally two essay style answers chosen from four possible questions.



## **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 Provost and 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, 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**

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)

### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

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

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

### **(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

### **(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

### **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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and 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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and 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”).

### **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.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>