



CGS 3517F: Decoloniality
Centre for Global Studies
Tuesday 11:30-1:30 & Thursday 11:30-12:30
Room W101

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Course Description

Colonialism has impacted nearly every part of the globe and every aspect of our social lives, it continues to shape how we understand research, social movements, inequality, and the world around us. Colonial relations, comprised of hierarchical social structures, are characterized by interrelated racial, class, gender, and state powers. Decolonial processes involve a transformational re-centering of noncolonial ways of knowing, being, and doing. Indigenous peoples around the world have shaped decolonial theory through liberatory struggles that make explicit connections between their experiences. This rich intellectual tradition draws on local Indigenous ways of knowing, as well as Marxist modes of analysis. Throughout the term we will revisit key authors (Fanon, Coulthard, Simpson, Manuel, and McAdam) on the deconstruction and dismantling of colonial power structures and the resurgence of Indigenous political systems. The course will focus on two key themes in contemporary decolonial theory: the “coloniality of power” and the “land question.” Students will examine colonial conditions, explore possible decolonial futures, and assess how these futures may be generated. Particular attention will be given to Black and Indigenous brilliance as a way of challenging entrenched colonial power. The course will appeal to students with an interest in themes related to social action; Indigenous rights, governance, and law; multiculturalism, diversity, and identity politics; and Indigenous resurgence and resistance.

Prerequisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

Course Learning Objectives

In this course students will identify ways in which decolonial theory can be generated in everyday life. Students will explore the relationship between theory and praxis through written

assignments and class discussions, reflecting on the connections between local concerns and larger issues. By the end of the course students should be able to:

- (1) understand the political and cultural implications of colonial power structures;
- (2) describe contemporary discourses in decolonial theory and key terminology;
- (3) apply decolonial theories to a variety of cases;
- (4) engage with research from a decolonizing standpoint;
- (5) identify strategies for decolonization in praxis.

Methods of Instruction

This course is based around weekly 1-hour tutorials and 2-hour lectures that are interactive and involve multimedia, group discussions, presentations, and other activities. Students are expected to come to class having reviewed and/or prepared the assigned material, and ready to take an active role. We will explore key ideas, present case studies, and make connections to previous readings. Each week different students are responsible for presenting their case study in lecture and media analysis in tutorial.

Course Materials

All the below books are available for two-hour loan from the Reserve Loan section of Huron University College's Library. The following resources are available for purchase at the Western University Bookstore:

Manuel, A., & Derrickson, R. (2017). *The reconciliation manifesto: Recovering the land, rebuilding the economy*. Toronto: James Lorimer & Company.

Coulthard, G. S. (2014). *Red skin, white masks: Rejecting the colonial politics of recognition*. Minneapolis: University of Minnesota Press.

McAdam, S. (2019). *Nationhood interrupted: Revitalizing Nêhiyaw legal systems*. Saskatoon: Purich Publishing.

The below resources are available on OWL:

Daigle, M., & Ramírez, M. M. (2019). Decolonial geographies. In *Keywords in Radical Geography: Antipode at 50* (pp. 78–84). <https://doi.org/10.1002/9781119558071.ch14>

Sundberg, J. (2014). Decolonizing posthumanist geographies. *Cultural Geographies*, 21(1), 33–47. <https://doi.org/10.1177/1474474013486067>

Panelli, R. (2008). Social geographies: encounters with Indigenous and more-than-White/Anglo geographies. *Progress in Human Geography*, 32(6), 801–811.
<https://doi.org/10.1177/0309132507088031>

Simpson, L. B. (2017). *As we have always done: Indigenous freedom through radical resistance*. University of Minnesota Press.

Smith, L. T. (2013). *Decolonizing methodologies: Research and Indigenous peoples*. Winnipeg: Zed Books Ltd.

Fanon, F. (1970). *Black skin, white masks*. London: Paladin.

Fanon, F. (1963). *Wretched of the Earth*. New York: Grove Press.

Kulchyski, P. (2011). Aboriginal rights are not human rights. *Prairie Forum*, 36, 33-53. Regina: University of Regina.

Corntassel, J. (2008). Toward sustainable self-determination: Rethinking the contemporary Indigenous-rights discourse. *Alternatives*, 33(1), 105-132.

Kovach, M. (2021). *Indigenous methodologies: Characteristics, conversations, and contexts*. University of Toronto press.

The following are supplementary materials:

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, 1(1).

Hegel, G. W. F., Miller, A. V., & Findlay, J. N. (1977). *Phenomenology of spirit*. Clarendon Press. Chapter 8.

Ciccariello-Maher, G. (2017). *Decolonizing Dialectics*. Durham: Duke University Press.

Mignolo, W. D., & Walsh, C. E. (2018). *On Decoloniality: Concepts, analytics, praxis*. Durham: Duke University Press.

Methods of Evaluation

Grades will be allocated based on the following assignments:

Reflection (3x10%)	30%
Media analysis	10%
Case study	5%

Paper proposal	5%
Final paper	30%
Presentation	10%
Participation	10%

All assignments will be due at the beginning of class and evaluated based on the quality of reasoning, writing, and format. Students should: (1) demonstrate deep engagement with course materials, (2) communicate their ideas in a clear, concise, organized, and compelling way, and (3) draw upon and cite academic sources, including assigned and supplementary readings, cases discussed in class, and independent research as appropriate. The student's own analysis, synthesis should be emphasized and supported with detailed evidence and specific examples.

Reflection (3x10%=30%) – Due September 23, October 21, and November 25

The reflection assignment involves choosing and completing a 30-day behavioural change that engages with decolonial theory in some way. You will write a series of reflections on: (1) your positionality and the landscape, (2) the issue(s) you seek to address and how your change aims to address them, (3) your experience changing something about the way you live and strategic considerations. You will share your reflections with the class through the forums on OWL as well as in tutorial discussions. Evaluation will be based on the written reflections. More detailed instructions, examples, and guiding questions will be provided separately.

Media analysis (10%) – Various due dates

Choose a news story about a current event related to course themes and post it to the OWL discussion forum. In 2-3 pages discuss any needed background or context for the article, its accuracy, and your critical analysis. As well, identify any stereotypes, biases, or underlying assumptions and erasures that may be present. Who is the author? Do you agree with them? Why or why not? Explain your reasoning. How are Indigenous peoples are being (mis)represented or underrepresented? What are the impacts? Students will be evaluated on their efforts to critically examine the article they chose using course themes and decolonial theories.

Case study (5%) – Various due dates

Students are responsible for posting a ~1-page summary of a case study on the OWL forum before lecture. Demonstrate how the case connects to the topic of the week and key concepts from the course. Include a discussion question for your peers in the forum and be prepared to summarize the case and lead a short discussion in class.

Paper proposal (5%) – Due November 9

Provide an outline of your final paper. Guiding questions include: What is decoloniality? What are the theoretical foundations and key concepts? How do the key concepts relate to a specific case? What case-specific insights can decolonial theory provide? Explain your reasoning, major

themes, and main arguments. Draw upon at least 5 references and indicate a plan for further research. Students will pitch and workshop their proposals together in tutorial.

Final paper (30%) – Due December 7

In 10-12 pages, describe key concepts for decoloniality, the theoretical foundations, and your reasoning for key concepts. Apply your ideas to a specific case and describe two insights that arise. Draw on evidence to explain how colonial power relations are challenged and/or reinforced. More detailed instructions and guiding questions will be provided separately.

Final paper presentation (5%) – Due December 7

Provide a 10-min summary of your final paper, including brief background on colonial impacts and the case study, your main arguments, and theoretical considerations. The class will have the opportunity to ask questions (~5-min) following the presentation.

Participation (10%) – Ongoing

Participation is based on active engagement in **online discussion forums on OWL**, including but not limited to responses to peers' reflection posts, case studies, and media analysis.

Submission Policy and Late Policy

There is no need submit paper copies of any assignment, all assignments should be submitted in OWL. The reflection assignments, media analysis, and case study should be posted in the forum before tutorial on the due date. The paper proposal can be uploaded under the assignments tab on OWL before tutorial November 11th and the final paper can be uploaded under the assignments tab before midnight on December 7th. Plagiarism detection software will be used in this course. Please double-space your papers, use 2.54cm margins, and include your name, the date, course number, instructor's name, and title at the top of the first page. A title page is not necessary. Page limits do not include references. Any recognized citation style (APA, MLA, Chicago etc.) can be used, as long as it is used properly and consistently. Late papers will be penalized 5% per day unless academic considerations have been arranged.

Class Schedule

WEEK	LECTURE	TUTORIAL	READINGS
1	N/A	Sept 9 - Introduction to course, assignments, and presentation sign up.	Course syllabus
2	Sept 14 - Decolonizing posthumanism and more-than-	Sept 16 - Go outside and listen to mbaach'idiwag mini-	Daigle & Ramírez 2019 Sundberg 2014

	white/human geographies	episode "Walking Along Deshkan Ziibing with Summer Bressette"	Panelli 2008
3	Sept 21 - Triad of Colonialism	Sept 23 - Reflection 1 due	Manuel & Derrickson - Intro & Pt. 1 Simpson – Ch. 3 (p.39-47), 6&7 (p.101-114) Smith - Ch. 1 (p.29-36)
4	Sept 28 – Colonial recognition - Case study	Sept 30 – Media analysis presentation	Fanon - Ch. 5&7 Coulthard - Intro, Ch. 1&2
5	Oct 5 – Reconciliation as recolonization - Case study	Oct 7 – Media analysis presentation	Coulthard - Ch. 3&4 Manuel & Derrickson – Pt. 6
6	Oct 12 - Indigenous self-recognition - Case study	Oct 14 – Media analysis presentation	Coulthard - Ch. 5 Simpson - Ch. 10
7	Oct 19 - Indigenous nationhood	Oct 21 – Reflection 2 due	Simpson - Intro Fanon (1963) - Ch. 4 Manuel & Derrickson - Ch. 19 McAdam - Ch. 5
8	Oct 26 - Indigenous law and governance - Case study	Oct 28 - Media analysis presentation	Simpson - Ch. 1, 2&7 (p.114-118) McAdam - Ch. 1
9	No tutorial	No lecture	*READING WEEK*
10	Nov 9 - Indigenous rights	Nov 11 - Paper proposal due - proposal workshop	Kulchyski 2011 Manuel & Derrickson - Ch. 30, 31&41
11	Nov 16 - Responsibility and reciprocity - Case study	Nov 18 - Media analysis presentation	Corntassel 2008 Kovach - Ch. 8 Simpson - Ch. 4

12	Nov 23 – Radical resurgence and generative refusal	Nov 25 - Reflection 3 due - Listen to “A Short History of Blockades” (Simpson 2021) on CBC Ideas.	Simpson - Ch. 3 (p.47-53) & 11 (p.191-198) Manuel & Derrickson - Ch. 32 & 33
13	Nov 30 – Resistance and pluriversality - Case study	Dec 2 – Media analysis presentation	Coulthard - Conclusion McAdam - Conclusion Manuel & Derrickson - Ch. 43 Simpson - Ch. 12 & Conclusion
14	Dec 7 - Final paper due - Final paper presentations	N/A	



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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 website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

Statement on Use of Personal Response Systems (“Clickers”)

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.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicssupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. 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.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.