

CGS3524F – POSTCOLONIAL GLOBAL STUDIES
Centre for Global Studies
Huron University College
ONLINE

Email: ipuppe@uwo.ca

Office Hours: Online by appointment.

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 investigates the ongoing impacts of European colonial regimes on contemporary postcolonial societies. It explores the character of and conditions underlying postcolonial challenges to modern global orders and organisations. Included are explorations of social, political, and intellectual movements to address specifically postcolonial problems of difference, inequality, and violence.

Course Objectives: This course will provide students with a social, cultural, political-economic and historical background of contemporary postcolonialism and postcolonial theory in the context of capitalist globalization. Critically interrogating notions of modernity, postmodernity, colonialism, capitalism and Empire, we will build a shared vocabulary for the analysis of social change with an eye towards the liberatory potential of self-determination for various communities affected by external influences and continued domination by globally networked power structures. Students will grapple with the legacy of colonial domination and capitalist dispossession in the context of decolonizing and postcolonial nations who are attempting to undo the influence of external oppression and incorporation into global networks of trade, labour and knowledge production/dissemination.

Course Methods: Online instruction will include short written lessons and audio/video lectures combined with self-directed study and forum discussions. Readings and films will be complemented by these forum discussions and the short lessons which will situate and contextualize the course materials, allowing students to take leadership over the shape of these efforts in the forums and the written assignments.

Required Texts:

All readings will be made available electronically through the OWL website.

Schedule - Fall Term 2020:

September 9 - 13,

Week #1 – Introduce Terms – Outline of the course

Introduce class, syllabus, and assignments.

Readings - Edward Goldsmith "Development as Colonialism" in *The Case Against the Global Economy* (2003), pp. 19-35, Goldsmith and Mander [eds.]

Eric Wolf "Introduction" to *Europe and the People without History* (1982), pp. 3-23

Talal Asad "Introduction" from *Anthropology & The Colonial Encounter* (1973), pp. 9-19

Film – Angry Inuk

September 14 - 20,

Week #2 –

Readings – Benedict Anderson "Introduction," "Cultural Roots," & "The Origins of National Consciousness" in *Imagined Communities* (2006), pp. 1-46

David Korten "The Failure of Bretton Woods" and

Jerry Mander "Technologies of Globalization" in *The Case Against the Global Economy* (2003), pp. 35-44 & 45-57

Film – Dancing Around the Table

September 21 - 27,

Week #3 –

Readings – Walter Rodney "Africa's Contribution to the Capitalist Development of Europe – The Colonial Period" from *How Europe Underdeveloped Africa* (1973), pp. 231-270

Paul Gilroy Ch. 1, "The Black Atlantic as a Counter-Culture of Memory" from *The Black Atlantic* (1993), pp. 1-40

Assignment #1 - Film Reflection - Due September 25 - 20%

September 28 – October 4,

Week #4 –

Readings – Stuart Hall "Cultural Identity and Diaspora" pp. 233-246

Said – Selections from *Orientalism*

October 5 - 11,

Week #5 –

Readings – Fanon "Introduction," and "The So-Called Dependency Complex of Colonized Peoples" from *Black Skin, White Masks* (1967), pp. 7-16, 83-108

October 12 – Harvest Holiday (No Classes)

**October 13 - 18,
Week #6 –**

Readings – Homi Bhaba “What Does the Black Man Want?” (1986), pp. 118-124
Bed Prasad Giri “Diasporic Postcolonialism and its Antinomies” (2005), pp. 215-235
Peet and Hartwick “Poststructuralism, Postcolonialism and Postdevelopmentalism” Ch.6 from *Theories of Development: Contentions, Arguments, Alternatives* (2009), pp. 197-239

**October 19 - 25,
Week #7 –**

Readings – Tuhiwai Smith “Research through Imperial Eyes,” and “Colonizing Knowledges” from *Decolonizing Methodologies* (1999), pp. 44-60 & 61-80
Bruce Braun “Introduction” from *The Intemperate Rainforest* (2002), pp. 1-29

**October 26 - November 1,
Week #8 –**

Readings – Michael Asch “On Being Here to Stay,” Part 1 (Ch. 1-5)

November 2 - 8 - Fall Reading Week (No Classes)

**November 9 - 15,
Week #9 –**

Readings – Michael Asch “On Being Here to Stay,” Part 2 (Ch. 6-9)

**November 16 - 22,
Week #10 –**

Reading – Brian Noble “Tripped up by Coloniality” (2015), pp. 427-443
Christie “Law, Theory and Aboriginal Peoples” (2003), pp. 68-115
Christie “Aboriginal Nationhood and the Inherent Right of Self-Government” (2007), pp. 1-26

**November 23 – 29,
Week #11 –**

Readings – Brian Moeran “The Empire Strikes Back” (1996), pp. 77-112

Lila Abu-Lughod "Do Muslim Women Really Need Saving?" (2002), pp. 783-790

Sara Ahmed "Affective Labor" (2004), pp. 118-139

November 30 – December 7,

Week #12 -

Readings – James C. Scott "Thin Simplifications and Practical Knowledge – Métis" from *Seeing Like a State* (1998), pp. 309-341

Forum Posting Nominations – Due December 7, 5PM EST – 20%

Assignment #2 - Final Research Paper - Due December 5, 5PM EST - 30%

Evaluation & Due Dates –

Assignment #1 – Film Analysis – Due September 25, 5PM EST - 20%

Dancing Around the Table (Parts 1 & 2)

Students will complete a film analysis of the two-part documentary *Dancing Around the Table*. Papers should be 800-1200 words, will focus on analysis, not summary, and must include proper citations using MLA, APA, or Chicago style guidelines. Please use Times New Roman font, 12 point, double spaced. More details will be provided during the course.

Assignment #2 – Final Paper – Due December 5, 5PM EST - 30%

Students will prepare a final research paper on a topic salient to the discussion of postcolonial theory, focusing on a specific community within a nation formerly colonized, or currently undergoing a struggle against neocolonial forces. Papers will explore the historical context of the chosen community, and will elaborate on local forms of resistance against colonialism, in whatever new guise it may wear. In what ways does the community offer an approach to resistance that could be more widely adopted, and in what ways do the forms of resistance employed by some communities become re-appropriated and re-deployed by the forces of colonial domination and oppression linked to global trade networks? Are supposedly postcolonial nations free from contemporary forms of colonial domination and oppression, or have they transformed in ways that further the goals of a neocolonial global order? What does it mean to be postcolonial, and how might postcolonial theory enrich our understandings of globalization and local sovereignty or self-determination?

Papers will be approximately 2000-2500 words, and must include proper citations using MLA, APA, or Chicago style guidelines. Please use Times New Roman font, 12 point, double spaced.

Further instructions will be provided during the course.

Weekly Discussion Forums – Nominations Due December 7, 5PM EST - 20%

Students will participate in weekly forum discussions based on the course materials and short lessons introduced in class. Students should post at minimum two comments/posts per week (for 8 of the twelve weeks, therefore 16 total comments over the twelve week course, minimum). 8 of the 16 total posts will be graded out of 2.5 possible points (for a cumulative total of 20% of the final grade in the course). This will take the place of participation and attendance, and will offer an avenue through which to refine our close readings of critical texts, central themes and theories, and contemporary issues related to the course. The intention of the forum discussion is to help students stay on schedule with the readings and to allow for clarification of complex theories and ideas.

The purpose of the online discussions is to make the learning process interactive and collaborative: The discussions provide us with the opportunity to learn from and interact with each other and counts towards the participation aspect of the course. Every student must participate in the forums.

All students are required to make at least two (2) substantial contributions to the discussion forums each week (starting with week one, ending on week twelve). Not posting the minimum of two posts is the equivalent of missing the week, and students who post fewer than the minimum will forfeit the grades associated with that week of forum discussion. The contributions should be well-developed comments and questions, not only two or three sentences, but no longer than three paragraphs (per contribution). I am looking for thoughtful, well-supported, clear, and coherent postings that make use of course materials. I will post a more thorough set of directions for forum postings on the OWL site in the first week.

Your postings must focus on issues addressed in the course readings and films, such as: comments on the readings and films; discussions of the concepts and theoretical approaches presented in the readings; questions that you think might be useful for reflecting on the arguments made by the authors; and critical reflections on your experiences with issues discussed in this course.

Nominations due December 7, 5PM EST.

Your contributions can be original postings and/or responses to other participants' questions. "Original postings" refers to postings that are not branches from other messages, and they should include questions to facilitate discussions.

Final Exam – Date TBA (during the December 11-22 examination period) - 30%

A final exam will be written at home in a “take home, open book” format. Students will answer both short and long answer questions, and should include references to course materials, properly cited. Students will have 36 hours to complete the exam from the time it is released, and will be expected to submit exams to OWL/Turnitin in an accessible format (.doc is best).



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

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 enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online 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 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: enter and leave quietly. Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

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 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.

Adding / Dropping Courses

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 Huron website, <https://huronatwestern.ca/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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

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.

Please see the policy on Attendance Regulations for Examinations here: https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student 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/academic-advising>.

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/contact-directory>.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

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, it is also 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.

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, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

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

Computer-Marked Tests/Exams

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.

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 Accommodation for Students With Disabilities

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://academicsupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

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/Academic_Consideration_for_absences.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.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

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

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at,

https://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:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 Dean. The instructor's decision is appealable to the 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 Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

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 Dean. The instructor's decision is appealable to the Dean.

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, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>