

POST COLONIAL THEORY and DECOLONIAL THOUGHT

Semester No 6	Code LA-321	Credit Hours 3-0
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COURSE OBJECTIVES:

1. To survey European settlement of the Americas during the colonial period and the onset of settler colonialism.
2. Understand the historical, geographical and political consequences of European colonization, and the rise of anti-colonial efforts. Postcolonial nations, and the connection between anti-colonial goals and the contemporary era.
3. Understand why dissidents/resistors to colonialism selected symbolic language, cultural practices, geographic locations, political tactics and strategies to challenge colonialism.
4. Examine how the legacy of colonialism affects contemporary social, cultural, economic and political life.

COURSE LEARNING COUTCOMES:

Upon completion of this course students will be able to:

1. Understand how postcolonial thinkers and actors influence and inform one another (i.e. similarities and differences between Jose Marti, Fanon, Spivak, and Gloria Anzaldua)
2. Engage key terms for discussing the history and practices of colonialism, postcolonial/neocolonial/decolonial thought from multiple perspectives.
3. Students will engage in original research via Pressbooks projects, thereby developing critical thinking, writing and research skills.
4. Students will engage PhotoVoice—a qualitative research method emerging out of the theoretical legacy of postcolonial thought, designed to mitigate colonial legacies and serve as a decolonizing method of research

PRESCRIBED TEXT:

1. Julian Go. 2016. Postcolonial Thought and Social Theory. New York: Oxford 2. Weekly readings will be uploaded on LMS.

COURSE DESCRIPTION:

This course will examine the major debate, contested genealogies, epistemic and political interventions, and possible futures of the body of writing that has come to be known as postcolonial theory, in relation to histories and practices of decolonization. We will examine the relationships between postcolonial theory and other theoretical formations, including poststructuralism, feminism, environmentalism, Marxism, Third Worldism, and the decolonial. We will also consider what counts as “theory” in postcolonial theory: in what ways have novels, memoirs, or revolutionary manifestos, for example, offered seminal, generalizable statements about the colonial and postcolonial condition? How can we understand the relationship between the rise of postcolonial studies in the United States and the role of the U.S. in the post-Cold War era? How do postcolonial theory and its insights about European imperialism contribute to analyses of mid-twentieth century decolonization, contemporary globalization, and "decolonial" discourse in the present?

FINAL TERM PROJECT DETAILS:

Pressbooks Assignment: Proposal 5%, and Final Project 15%:

For this assignment students will utilize Pressbooks (available via LMS) to create one of the following projects: **A PostColonial/Decolonial Art Portfolio, or, a Postcolonial/Decolonial PhotoVoice Project.**

The assignment showcases a student's ability to apply key concepts covered within the course toward an area of personal interest within Postcolonial theory and praxis

- For the Postcolonial/Decolonial Art Portfolio students will incorporate online visual material (designated as free to use). Some students may opt to search the websites of museums, galleries and other artistic venues to produce their project, but students are also highly encouraged to include when possible their own photographs and visual material/videos.
- For the PostColonial/Decolonial PhotoVoice Project students are asked to identify a participant (friend or family member) in order to complete the assignment. The work you create via Pressbooks is your intellectual property and where appropriate can be utilized as part of your professional resume for years to come. If you opt to complete the

Postcolonial/Decolonial Art Portfolio using Pressbooks: Students will select one of the following approaches:

A: focus their portfolio on a Postcolonial/Decolonial writer, artists, thinker and themes covered in the course.

B: students have the option of producing portfolio on material from outside of the class-nationally and/or internationally. The art can include poetry, dance, art, music, architecture.

C: students have the option of focusing their project on postcolonial/decolonial art/art forms from Florida and/or Orlando. For example, students can engage with the works of faculty within the Art department at UCF whose work fits the assignment description. If you opt to complete the PhotoVoice Project you will be asked to turn in the following:

- Identify a participant for your postcolonial/decolonial theory project.

- turn in a one-page proposal for your Photovoice project submitted via LMS :5 points

- Three images provided by your participant, and three statements provided by your participant.





Midway through the semester students will submit a Pressbooks proposal (1 page) The proposal should identify the following: The proposal for either project should include information about the topic of your interest, your research question, and 3 class readings you will be using for your final project. You can utilize one source from outside of the class for this project.

ASSESSMENT SYSTEM:

Quizzes	15%
Assignments:	20%
Mid Term	20%
Final Term Paper/ ESE	45%

Weekly breakdown of course contents is as follows:

WEEK	TOPICS	QUIZZES	ASSIGNMENTS
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1	 Introduction to the Class / Lecture on Early Colonialism https://webcourses.ucf.edu/courses/1400112/modules/items/15354912		
2	 Notable Caribbean Authors / Activists <ul style="list-style-type: none"> • Module Two: Notable Caribbean Authors / Activists • Documentary on the Spanish-American War • Video on the Spanish-American War and Cuban independence • José Martí – Our America.docx • Poem by Jose Marti "Guantanamera" set to music • Anti-colonial Puerto Rican Poet: Lola Rodriguez de Tio 		01
3-6	 Module Three: Blackness, Colonization and DeColonization: 1950s & 1960s. <ul style="list-style-type: none"> • . “America” Poem: Alain Ginsburg • . “Black Skin White Mask” Fanon • . Excerpt: “Eugenics as Indian Removal” • . Lecture: “Wretched of the Earth” • Frantz Fanon Documentary - Black Skin, White Mask 	01	01
7- 8	 Postcolonial Consciousness <ul style="list-style-type: none"> • Excerpt: “Black Religious Movement” by Ibram Kendi (piece originally published under his former name Ibram Rogers) • Excerpt: Selected Readings: Native American Resistance • Excerpt: “Borderlands” by Gloria Anzaldua’s chapters 1 and 7 • Excerpt: “The Latino Imaginary.” by Juan Flores • Documentary Excerpt: Black Power Remix • Documentary Excerpt: Alcatraz is Not an Island 	01	
9	Mid -Term		

10 -12	<p>🚩 Spivak, Said and Bhabha</p> <ul style="list-style-type: none"> • Excerpt: "Can the Subaltern Speak?" Spivak • Excerpt: reading by Edward Said • Excerpt: reading by Homi Bhabha • Documentary Excerpt: Pa'lante! • Documentary Excerpt: Chicano Homeland 	01	
13- 14	<p>🚩 The Rise of a Decolonial Feminist of Color Critique: Sexuality, Race, Gender, Motherhood, Class and Nation.</p> <ul style="list-style-type: none"> • Excerpt: A New Politics of Sexuality. by June Jordan • Excerpt: Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." By Kimberly Crenshaw 	01	01
	<ul style="list-style-type: none"> • Excerpt: Reproductive Rights and the Campaign for an Inclusive Feminism • Excerpt: El desorden: Nationalism, and Chicana/o Aesthetics. Laura Perez • Excerpt: Cherrie Moraga "Queer Aztlan..." • Documentary: "No Mas Bebes" 		
15- 16	<p>New Horizons in Decolonial Environmental Humanities</p> <ul style="list-style-type: none"> • Selected Readings on Environmental Racism • Excerpt: "Race, Class Gender: American Environmentalism" D.E. Taylor • Lecture: Perspectives on Environmental Justice • Documentary: Homeland 		
17	Revision		
18	END SEMESTER EXAMINATION		