

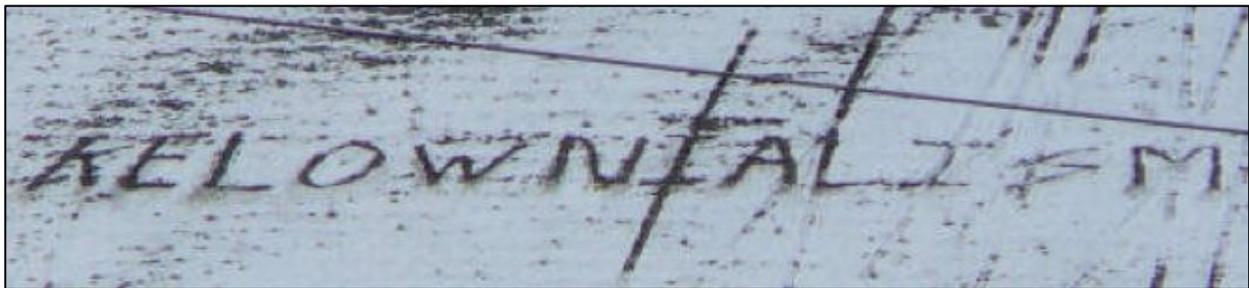


a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF CREATIVE AND CRITICAL STUDIES
DEPARTMENT OF ENGLISH AND CULTURAL STUDIES

2020/21 Winter Term 1
Postcolonial Literary and Cultural Studies
CULT 340 / ENGL 379 - 001

The Faculty of Creative and Critical Studies acknowledges that the land on which we are situated is the unceded territory of the syilx (Okanagan) People.



Site-specific installation on a hillside overlooking Harvey Ave, 2008; by a former UBC student

Instructor: David Jefferess

Email: david.jefferess@ubc.ca

Office Hours: Thurs. 12pm-1pm PT

(See link on Canvas) Or by appointment – email me...

Class Meetings:

Thurs: 10am Pacific Time

“If you have come to help me you are wasting your time. If you have come because your liberation is bound up with mine, then let us work together.”

- Lilla Watson, Aboriginal elder, activist and educator from Queensland Australia

“There is no discussion taking place in the world today that is more crucial than the debate about strategies of resistance”. - Arundhati Roy, *Public Power in the Age of Empire*

Course Objectives and Learning Outcomes:

Students who prepare for class, contribute to class discussion and/or canvas discussion boards, and complete assignments will:

- gain knowledge of key theories and conceptual language in the field of postcolonial studies
- be able to identify how the material and political project of European colonial expansion was also a cultural project of producing “knowledge” about “others” and inculcating European values and ideals on people in Africa, the Americas, West Asia, South Asia, and Southeast Asia
- be able to differentiate between ideas of resistance, decolonization, and Indigenization,
- develop skills in the analysis of critical and creative texts
- develop oral and written communication skills, focused on critical analysis
- develop skills in critical self-reflection

Students will read and engage with theoretical and critical readings in relation to a wide variety of examples of cultural production, including literature, documentary film, advertising, and cultural



practices. Of particular interest for us is the ongoing project of decolonization and our roles within that process. As a result, while we will focus on “theories” of colonialism, identity, power, race, etc., and we will seek to do so in a way that is engaged – with each other, with our own assumptions, with the structure of the university, etc.

A number of general questions will shape our readings and discussions:

- How are colonialism and decolonization cultural projects related to material and political structures?
- How do modes of representation reflect and shape knowledge, identity, and structures of power?
- How have literature and other forms of cultural production been used to enforce – and challenge – colonial oppression?
- How is the development of European modernity (for instance, the nation and nationalism, individualism, democracy, human rights, etc.) related to the project of conquest and colonial rule?
- What is the distinction between resistance, subversion, liberation, decolonization and Indigenization? And how are these different ideas related?
- How do racialized, gendered, classed identities intersect in relation to colonialism and decolonization?
- *How do “we” experience colonialism?*
- *How do/can we participate in practices/processes of decolonization, particularly in relation to culture?*

This course is normally taught in a classroom, where students can engage with one another in discussion, and can work collaboratively to develop arguments and understanding. This online version attempts to foster active-learning through online whole class and small group discussions as well as contributions to weekly discussion board questions. In order for these discussions to be productive learning spaces, it is very important that students prepare for online discussions by viewing video lecture material, completing readings, and reviewing discussion activity questions. Course material deals with ongoing and historical explanations of, and reflections on, colonial violence, oppression, and resistance. As a result, some ideas, and perspectives may challenge our perceptions of ourselves and our roles in the world, our understanding of racial, cultural, and gender identities, or our understanding of history; images and stories may be emotionally difficult to view, read, or discuss, at times. Not everyone in the class will have previously thought or spoken about many of the issues we will discuss, but all of us are impacted by colonialism in some way; for some of us, our experience of on-going colonialism is more conscious or visible than it is for others. We will seek to understand how colonialism has manifested in different regions and at different times in distinct ways. It is important to be open to the ideas of others, to share our ideas in a respectful way, and to recognize and value our differences (in experience and perspective) as part of the process of learning. We all have something to contribute and to learn, as a community.

It is especially important in an online setting—where we are not present with one another—to be cognizant of how others may experience what we express and/or how we express it. The social distance created by video conferencing and discussion boards often leads to people expressing opinions and ideas in ways that are hurtful; we must take care and thought with our words in hopes of avoiding miscommunication and be open to hearing concerns about our comments and ideas.



Course Format:

- Instead of 160 minutes of class time, as we would have normally, each week we will meet live online for approximately 80 minutes to analyze texts and discuss course material as a whole class and in small groups; this is a new way of teaching for me, so I would ask that students be flexible, as we refine the format throughout the term.
- Students will be responsible for viewing/listening to recorded lecture material BEFORE our live online discussions. David will make available lecture material as videos (with images, quotations, etc.) and as audio mp3 files with accompanying pdf files providing images and text.
- Students will be expected to contribute to discussion boards related to weekly readings and topics.
- See further expectations, below, under participation guidelines.

Evaluation Criteria and Grading:

All assignments will be graded out of 100, using the scale provided in the University Calendar (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>). All assignments MUST be submitted in the way designated on the assignment description.

1. Critical Engagement Paper – 25%

- Students will select an assigned reading (email David asap as spaces are limited for each reading) and provide a written engagement with key ideas of that reading, making links to other readings or examples from the course. (See the Assignments page of Canvas for a more detailed description, with evaluation rubric)
- *Due: 48 hours before our online meeting for which the reading is assigned.*

2. Theory and Analysis Assignment I – Colonial Discourse – 25%

- Students will select one or two “texts” that represent colonialism and provide a recorded (video) critical analysis to show how the text(s) reflect colonial discourse and colonial subjectivity. (See the Assignments page of Canvas for a more detailed description, with evaluation rubric, available Thursday 15 October)
- *Due: Sunday 25 October*

3. Theory and Analysis Assignment II – Decolonization – 30%

- Students will provide a written response to one of two questions relating to the idea of decolonization, showing their understanding of theories, arguments, and examples from the course. (See the Assignments page of Canvas for a more detailed description, with evaluation rubric, available Friday 27 November)
- *Due: 6 December*

4. Colonial Legacies Reflection Activities – 8% (2%, 3%, 3%)

- Students will provide written reflections on their personal experience of issues related to readings and examples from the course. Full marks will be given to responses that are specific, detailed, concise, and use examples.
- *Due: Sept 11, Oct. 8, and Oct. 29.*

5. Participation in Online Discussions and Canvas Discussion Boards – 12%

8% - Students are expected to regularly contribute to class discussion and online discussion boards. Recognizing limitations of comfort with these mediums of engagement, some students may contribute more to live class discussion than written discussion boards or vice versa.



David will provide anecdotal feedback to each student during the first two weeks of October (and perhaps at other times), and assess participation based on the guidelines below as well as in response to a short **Participation Reflection** that students should post by December 8. 4% - The **Participation Reflection** should be at least 300 words and provide a detailed and specific reflection of your contribution, referencing the guidelines (below), as well as your Learning Reflection at the beginning of the term (RG1), providing David insights into limitations and achievements not visible to him based on your interaction on Canvas or in class discussions.

Guidelines for Participation

In the first class of a typical in-person course, I have students create a set of Participation and Community Guidelines. Because video-conferencing is often more awkward, especially in the first meeting, I have created guidelines based on the guidelines of previous classes with modifications for online learning, as well as guidelines provided by the UBC Centre for Teaching and Learning.

Please review the CTL’s resource on [Netiquette](#).

- When we meet live for class discussions, we will attempt to mimic a classroom environment, as best we can. Students will be able to contribute by sharing ideas in large and small group discussions by speaking, as having separate text messages can be confusing and disrupt the conversation. The discussion boards will create space for sharing and posing questions in written form.
- When speaking in whole class discussions, and when participating in small group discussions, ideally, please turn your video on. In whole class discussions, when you are not speaking, feel free to turn your video off. Please only provide your first name, so other can address you by name. And please ensure that profile images (if you choose to use one) are not distracting or offensive.
- Mute your mic unless you are speaking.
- In large group discussions, identify your interest in speaking by using the raised hand icon. You may also provide “nonverbal” feedback (e.g. affirmation of someone’s words) by using other features like hand-clap, thumbs up, etc.
- Live classes will NOT be recorded because they are discussion-oriented and I want students to feel comfortable speaking about complex and difficult subject material.

We will be engaging with complex and emotional stories, arguments, and perspectives.

Outside of class, share *your* learning, *your* new knowledge, *your* struggles but please do **not** share your memory of the *personal stories* of other members of the class.

Discussion Board Contributions

- **Respect others:** remember that other people are reading your posts; If you wouldn’t say something in person, to someone you respect, don’t write it. Avoid sarcasm & humour as they often don’t work in this context.
- **Engage with the topic.** Avoid contributing unrelated ideas.
- **Be Concise.** Get straight to the point; make clear assertions.
- **Explain with specific support:** Provide relevant examples or clarification by paraphrasing (with citation) or quoting from course material and other members of the class.
- **Engage with others.** Take care not to repeat ideas that have already been posted, but build on the ideas of others and reference other members of the class.
- **Be constructive.** Disagree without being disagreeable. Do not criticize individuals; if you have a different perspective, articulate that perspective.
- **Provide Substance.** Do not simply say you agree with others, or express likes or dislikes.
- **Identify concerns.** If you feel that something written on the board is insensitive or offensive, please email David asap.

Online Live Discussions

- **Prepare for, and attend,** live class discussions.
- **Listen Actively:** take notes; ask questions or paraphrase for clarification; engage with the ideas of others by referring to or building on their points
- **Share: *share your ideas*** in concise, specific ways, explaining and supporting your assertions with course material; ***share the speaking space*** (if you are a quick processor, pause, and wait for others; if you contribute a lot, be selective about what you share, knowing you can engage further with David by email or office hours, etc.)
- **Be Open to Learning:** ideas presented in course texts, by David, or by others in the class may challenge your beliefs or current knowledge; you do not have to “agree” but you should seek to understand.
- **Situate your knowledge:** recognize that your experience is yours, and not necessarily shared by others – provide context for your perspective.
- **Respect others:** recognizing that people in the class have had diverse experiences, seek to understand rather than making judgments; seek to avoid making assumptions about others and their experience, and focus on ideas.



Required Texts:

Books (Available via Bookstore) – Tsitsi Dangarembga, *Nervous Conditions*

Essays, poems, videos available via Library Online Course Reserves (LOCR) (See link on Canvas), Canvas (Readings module), or hyperlink (course outline).

Demographic Information on Authors of Required Reading Material

For most students who have experienced schooling in English, through typical public education systems, the vast majority of the articles, books, and chapters you have been assigned in secondary school, college, and university are by authors educated in Euro-Western systems of knowledge, and who are white, male, heterosexual, with university education. Typically, this demographic information is ignored, as the knowledge they present is regarded as “objective.” As a result, many of us fail to recognize the predominance of white, male authors as shaping our knowledge and/or assume that the authors of our readings are white and male. In this class, in contrast, the vast majority of readings are by women and only a few readings are written by people who would be categorized as white. I will provide brief bios for each of the authors whose work we discuss in class, but I urge you to look the authors up, to clarify what pronouns they use, how they self-identify, and how they situate their knowledge. Throughout the term, we will be attentive to how the subject-position and experience of the authors (and ourselves) shape our perspectives, assumptions, knowledge, and politics.

Important Notes:

- **Reading Questions:** I have provided reading questions for each of the readings in the readings module on Canvas. This guide should help you to read theoretical material strategically.
- **Course Communication:** Initially, I will communicate with the class using Canvas Mail, Announcements, and the email you provided to UBC. Throughout the term, I will contact students using **Canvas Mail**, and I will communicate information to the whole class using **Canvas Announcements**.
- **Email and Canvas mail:** I will check my UBC mail multiple times a day, and my Canvas mail more sporadically. In general, I should reply within 24 hours of your message. I am happy to respond to questions and engage in discussion via email, but I believe it is much more effective to communicate in person, so I urge you attend group office hours or email me to make an appointment to chat by video.
- **Late Penalties:** All assignments are to be submitted in the manner stated in the assignment descriptions on or before the due date. Late assignments will be penalized 3% per day, *unless other arrangements are made prior to the due date*.
- **Course Evaluation:** Students will be requested to complete a course evaluation at the end of the course. HOWEVER, in the interest of cultivating a challenging, engaging, and participatory course, David welcomes comments, thoughts, concerns (including rants), and suggestions at any time during the course.

Course Schedule

(Canvas) – Reading available in Canvas course readings module

(LOCR) – Reading available from Library Online Course Reserves

1. **Thurs. 10 Sept. – Introduction to (Ongoing) Colonialism**

Class: 10am PDT – 45-60 min. – Conversation about the videos; Questions about the course



Viewing: Jefferess introduction to course videos (WEEK 1 Module); [500 years in 2 minutes](#); [A Brief History of the Scramble for Africa](#); [The sukna?qíñx \(Okanagan\) is Beautiful](#); [How Britain Looted 45 Trillion from India](#)

Friday 11 Sept -- Due: Reflection Guide 1: Colonialism and Learning (Post on Canvas)

2. Thurs. 17 Sept. – The European Imperial Project

Class: 10am PDT – 80 min. – Discussion of Senior’s “Meditation on Yellow” (See Week 2 Module for Discussion Questions)

Viewing: lecture videos

Readings: DuBois, [“The African Roots of War” \(Canvas\)](#); Smith, “Imperialism, History, Writing and Theory” (LOCR, **pp. 57-73**); Senior, [“Meditation on Yellow;” \(Text\)](#) - [“Meditation on Yellow” \(Video\)](#) (The poem begins at 30:40 of the video)

Concepts: colonialism, imperialism, discovery, displacement, decolonization

Supplementary Reading: Tharoor, [“Viewpoint: Britain Must Pay Reparations to India”](#); [Congo: The Brutal History \(Video\)](#)

[Discussion Board: Respond to Week 2 Discussion Questions](#)

3. Thurs. 24 Sept. – Colonial Discourse: Naming, Defining, Knowing

Class: 10am PDT (80) – Discussion of World Vision video (See Week 3 Module for discussion questions).

Viewing: lecture videos, World Vision video (Canvas)

Readings: Hall, “The West and the Rest” (CANVAS); Kincaid, “On Seeing England for the First time” (LOCR); Kipling, [“The White Man’s Burden”](#)

Concepts: Orientalism; Euro-centrism, exoticism, essentialism, colonial discourse, binaries (e.g. centre/margin, West/East, civilized/primitive)

Supplementary: Fang, [“What is Orientalism and how is it also racism?”](#); [Edward Said: On Orientalism \(Video\)](#)

[Discussion Board: Respond to Week 3 Questions](#)

4. Thurs. 1 Oct. – Colonial Subjectivities I: Race, Identity, Power

Class: 10am PDT (80) – Discussion of Orwell’s “Shooting an Elephant” (See Week 4 Module for discussion questions)

Viewing: lecture videos

Readings: Fanon, “The Lived Experience of the Black Man [pp. 89-103]” (LOCR); Oyèwùmí, “Visualizing the Body” (LOCR) (1-17); Orwell, [“Shooting an Elephant”](#) (also LOCR)

Concepts: ambivalence, hybridity, mimicry, native, race, subjectivity, gender, sex

Supplementary: Nandy, section V of “The Psychology of Colonialism” (LOCR)

[Discussion Board: Respond to Week 4 Questions](#)

5. Thurs. 8 Oct. – Nervous Conditions: Gender, Power, Resistance

Class: 10am PDT (80) – Discussion of the female characters experience of, and responses to, patriarchy (See Week 5 Module for Discussion Questions)

Viewing: lecture videos

Readings: Dangarembga, *Nervous Conditions*; Mohanty “Under Western Eyes” (LOCR)



Concepts: agency; patriarchy; third world woman; feminisms
Supplementary: Oyèwùmí, "Colonizing Bodies and Minds" (pp 121-128) (LOCR)

Discussion Board: Respond to Week 5 Questions

Due: Reflection Guide 2: Your Colonial Experience (Post on Canvas)

6. Thurs. 15 Oct. – Nervous Conditions: Education and Identity

Class: 10am PDT (80) – Discussion of the representation of schooling/education in the novel, with emphasis on a comparison of Nyasha's and Tambu's experiences (See Week 6 Module for discussion questions)

Viewing: lecture videos

Readings: Dangarembga, *Nervous Conditions*.

Concepts: modern/traditional, progress, education, assimilation, double consciousness

Discussion Board: Respond to Week 6 Questions

7. Thurs. 22 Oct. – Education as Colonization/Education as Emancipation

Class: 10am PDT (80) – Discussion of *Schooling the World* (See Week 7 Module for discussion questions)

Viewing: Schooling the World, Dir. Carol Black; lecture videos

Readings: Maracle, "Heartless Teachers" (LOCR); Nandy "Colonization of the Mind" (LOCR)

Supplementary: Macaulay, "Minute on Indian Education" (Canvas); Viswanathan, "The Beginnings of English Literary Study in India" (LOCR)

Discussion Board: Respond to Week 7 Questions

Due: Sunday 25 October: Theory and Analysis I: Colonial Discourse

8. Thurs. 29 Oct. – Anti-Colonialism, Resistance, Liberation

Class: 10am PDT (100 min) – Small group discussion of Reflection Guides and Discussion of Histories of Anti-Colonial Resistance (See Week 8 Module for discussion questions)

Viewing: lecture videos; A Force More Powerful (India: Defying the Crown) 2:20-26:13

Readings: Fanon, "Excerpt from 'Concerning Violence'" (Read: 157-162, LOCR); "National Culture" (LOCR); Biko, "Black Consciousness and the Quest for a True Humanity" (LOCR)

Concepts: Manichean Allegory, dependency complex, neocolonialism, nationalism, negritude, ahimsa, swaraj, sarvadoya.

Supplementary: Excerpts from *Hind Swaraj* (Read Ch. 4, 6, 13, 14, 17) (CANVAS); Mishra, "Gandhi for the Post-Truth Age"

Discussion Board: Respond to Week 8 Questions

Due: Reflection Guide 3 – Your Colonial Schooling

9. Thurs. 5 Nov. – Decolonization as Struggle for Land, Autonomy, Justice

Class: 10am PST (80) – Small Group Discussion of contemporary struggles/Group informal presentations on contemporary struggles (See Week 9 Module for discussion questions)

Viewing: lecture videos



Reading: Shiva, "Introduction to *Staying Alive*" (LOCR); Esteva and Prakash, "People's Power" (163-68, 173-81) (LOCR). Group-specific readings.

Discussion Board: Respond to Week 9 Questions

Week 10 – Thurs 12 Nov. – No Class – Mid-term "break"

11. Thurs. 19 Nov. – Decolonization as Cultural Resurgence

Class: 10am PsT (80) – Discussion of Coble's story (See Week 11 Module for discussion questions)

Viewing: lecture videos

Reading: "Coble, "Dancing Between Two Fires" (Canvas); Sthankiya, "[The History of Pandosy and the Mission](#)"; Simpson, "Nichnaabeg' Resurgence" (LOCR); Armstrong, "An Okanagan Worldview of Society" (LOCR)

Concepts: resurgence, resilience

Supplementary: Davis, "Closures and Continuities" (LOCR)

Discussion Board: Respond to Week 10 Questions

12. Thurs. 26 Nov. – From Acknowledgment to New Relations (~30)

Class: 10am PST (80) – (See Week 12 Module for discussion questions)

Viewing: lecture videos

Reading: Walia, "[Decolonizing Together](#)"; âpihtawikosisân (Chelsea Vowel) "[Beyond Territorial Acknowledgments](#)"; Tuck and Yang, [Settler moves to innocence] from "Decolonization is Not a Metaphor" (9-28) (LOCR)

Supplementary Reading: Biko, "Black Souls in White Skins" (Canvas); Phung, "Are People of Colour Settlers Too? (LOCR)"; Jafri, "[Privilege vs. Complicity: People of Colour and Settler Colonialism](#)"; Hargreaves and Jefferess "Always Beginning" (Canvas)

Discussion Board: Respond to Week 11 Questions

13. Thurs. 3 December – Class Forum: Reflecting on Ongoing Colonialism and the Project of Decolonization

Class: 10am PST (80)

Aboriginal Programs and Services

The primary goal of the Aboriginal Programs and Services is to provide culturally appropriate services and support to First Nation, Metis and Inuit students. In response to COVID-19, the Aboriginal Programs and Services team is working remotely and can be reached by email (see website); please contact us if you have any questions or inquiries.

Web: <http://students.ok.ubc.ca/aboriginal/welcome.html>

International Programs and Services



International Programs and Services (IPS) provides advising, transition services and programs for international students, and IPS works to foster an intercultural campus community where differences are embraced and respected and adapting is multidirectional. In response to COVID-19, International Program and Services have put together a page with important resources and frequently asked questions regarding immigration and health insurance.

Web: <http://students.ok.ubc.ca/international/welcome.html>

Academic Integrity Matters (AIM) Program

Aim is a program that provides help with academic integrity (AI) issues for undergraduate and graduate students. In response to COVID-19, AIM has moved all their appointments online.

Phone: 250.807.9185

Email: csc.okanagan@ubc.ca

Web: <http://library.ok.ubc.ca/wrs/aim/>

Student Learning Hub: Writing and Research Assistance

Support for your writing and research is available through the **Student Learning Hub**.

Undergraduate students from every discipline, working on any type of written course assignment (or presentation), are welcome. For more information, please visit the Hub's website

(<https://students.ok.ubc.ca/student-learning-hub/>) or call 250-807-9185. See as well

<http://library.ok.ubc.ca/wrs/wrc/>

Online resources and tutorial appointments during COVID-19 are available.

Library Information

The **Library** is available for research support and can be accessed [here](#). The subject librarian for English is Sajni Lacey who can be contacted for one-on-one research help appointments at sajni.lacey@ubc.ca.

UBC Okanagan Disability Resource Centre

All Disability Resource Centre services are being provided remotely. Students should book their exams in the accommodation portal as usual to request their accommodations in the online exam environment. See the Exam Accommodations During COVID-19 page for more information. Students seeking assistance who are already affiliated with the DRC should contact their advisor directly. See our contacts page for staff direct emails. Advisors are meeting with students using Zoom, Skype, and phone.

General inquiries or students new to the DRC can reach us by emailing drc.questions@ubc.ca

Web: <http://students.ok.ubc.ca/drc/welcome.html>

UBC Okanagan Equity and Inclusion Office

Phone: 250.807.9291

Email: equity.ubco@ubc.ca

<https://equity.ok.ubc.ca/>

Web:

Health & Wellness

Although the clinic and counselling services are open, Health and Wellness's usual walk-in service is not currently available. If you need to access a physician, nurse, or counsellor, call us at: 250 807 9270. We will respond to your request and help arrange a virtual or telephone appointment with the



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health care provider. We will also decide with you, if you require an appointment in person and, as needed, make arrangements for you to see the nurse or doctor in the clinic. For further information about health services during COVID-19, please visit the website.

Phone: 250.807.9270

Web: students.ok.ubc.ca/health-wellness/welcome.html

Early Alert: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250.807.8076. For more information, visit: <http://security.ok.ubc.ca/welcome.html>