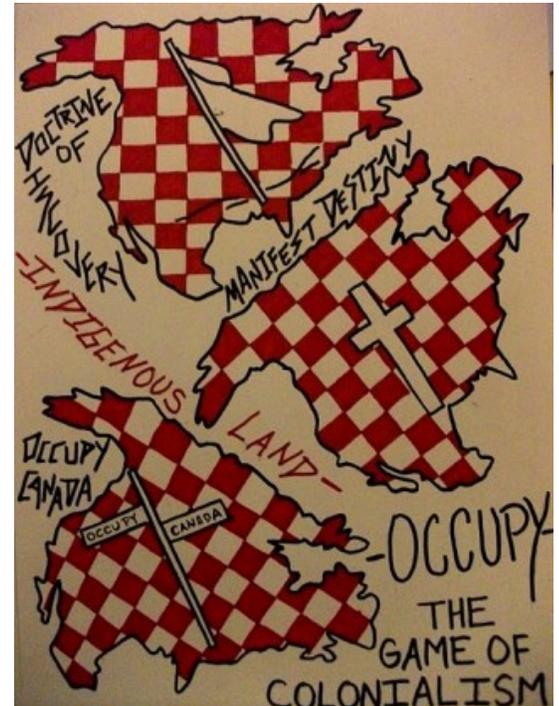
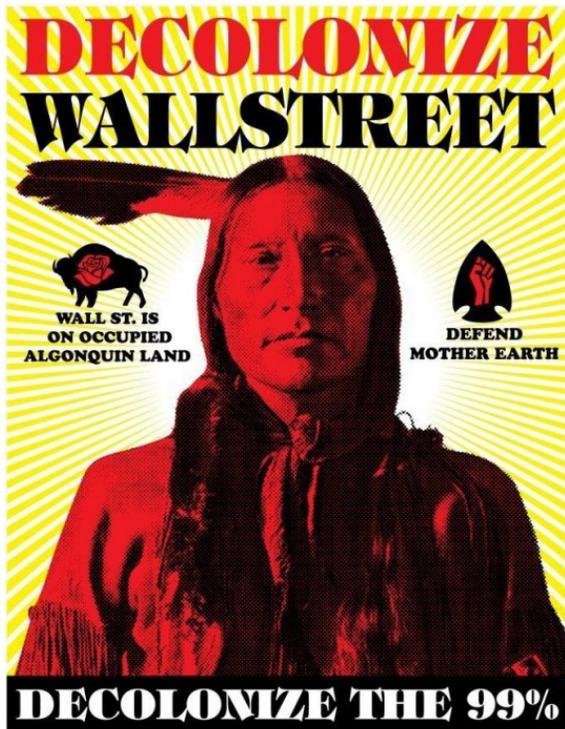


# Colonization/Globalization/Decolonization

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Unspoken in the chant “We are the 99%” is the persistence of empire. Its critique of capital fails to engage the foundations of the US settler state, while rejecting the relevance of indigenous peoples and perspectives as well as the prospects of decolonization. Those who occupy Wall Street share much in common with many scholars of American life. This seminar seeks to challenge this complacency, directing attention at the colonial legacies and postcolonial predicaments of American culture. The course opens with an effort to ascertain the contours of American empire and its presence/absence from cultural studies of the US. Against this background, it takes up a range of contemporary efforts to make sense of colonial cultures, emphasizing the co-production of race, gender, and empire and the complexities of settler states. Discussion then turns to the force of empire after 9/11 and in the context of globalization. Next, we examine historic and current understandings of decolonization in the Americas. Our conversations close with a consideration of the entanglements of racial logics and the networks of global capitalism. Although American culture sits at the core of the class, readings and discussion work to decenter and deconstruct it.

# Expectations and Policies

This course emphasizes active learning. It stresses discovery, analysis, and application through listening talking, reading, reflecting, and writing. It sets aside lecturing in favor of interaction and discussion. Given the subject of the class, our explorations demand respect and sensitivity; open and honest communication is essential to understanding. All participants are expected to come to class prepared, to be engaged and open once in class and to contribute to our ongoing discussions. A few points of etiquette warrant reiteration:

- **Treat others with respect and courtesy.**
- **Do the readings and assignments.**
- **Do not have private conversation in class.**
- **Turn your cell phones off. Stow your laptops.**

This is a reading intensive, discussion oriented class, thus I expect each student to carefully read and think critically about the assigned readings and come to class prepared to actively participate in class discussion, group activities, and individual writing assignments. Student participation will be evaluated on quality as well as quantity. If you remain quiet throughout the semester or rarely express yourself, you can expect to your participation grade to suffer accordingly. Of course, one cannot participate, if s/he does not attend class. Students are expected to attend every class and will be awarded points for each day that they do. Missing class for legitimate, documented reasons will be excused; oversleeping, job interview, work, dental visit and the like are important to be sure, but not legitimate reasons to miss class.

## Academic Integrity

PLAGARISM OR CHEATING OF ANY KIND ON ANY ASSIGNMENT OR EXAM WILL NOT BE TOLLERATED AND WILL RESULT IN A FAILING GRADE IN THE COURSE. (Consult the WSU Student Handbook for further details). In other words, do your own work.

## Students with Disability

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center. All accommodations MUST be approved through the Access Center (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.

## Office Hours

As noted above, I will hold regular office hours each week (Tuedays 8:00-10:00). Come see me if you are intrigued by something you read about for class or that was said in class and would like to read more about it. Come see me if you are puzzled or troubled

about something that was said in class. Come see me if you need help with the term project, writing assignments, or readings. Come see me to talk about your grade. Come see me if you have ideas about how to make the course better.

## **Email**

I check my email at least once a day. If you cannot make my office hours or simply find it more convenient to use electronic mail, let me know via computer what is troubling, perplexing, and/or inspiring you.

## **Commitment to Campus Safety**

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors to the Pullman campus. As part of this commitment, the university has prepared this Campus Safety Plan, containing a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. See: <http://safetyplan.wsu.edu/> and <http://oem.wsu.edu/>.

# **Requirements**

## **Participation (15%): Be Engaged; Be Involved; Be Here Now**

My pedagogy encourages students to think, asks questions, and be active. In class activities will work to foster such a learning environment. I will assess both quality and quantity. At the same time, I will dock students who repeatedly disengage and distract others. Students who text in class will be asked to leave.

## **Facilitation (15%):**

in pairs, students will foster class discussion once during the semester. These presentations will not be lectures on a specific topic. Instead, students will take responsibility for a reading and facilitate class discussion of it. Essentially, these presentations should frame the texts, providing a context for discussion that simultaneously illuminates them, while offering information and posing questions that transcend them. The precise content and form of these projects is open. Students should be creative, abandoning the familiar call and response format whenever possible. Students are encouraged to discuss possible strategies and approaches with me prior to their facilitations.

Read the text(s) and discuss possible ways to attack the problem, to frame it for the class, to say something meaningful about it. Work with your group to develop your presentation. Be creative! Use skits, posters, exercises, (short) video segments, etc. to facilitate the subject and to establish a context for class discussion. Each facilitation should run 30-45 minutes in duration.

Presentations will be graded on completeness and sophistication of the materials used and presented, the creativity of the content and form of the presentation, your ability to

engage the class in discussion relevant to your topic, and your ability to make use of a range of concepts and perspectives.

## **Term Project**

### **Proposal (5%)**

a 250-500 word projective abstract summarizing the subject and scope of the project, its thesis, and its significance. **Due in class 7 February.**

### **Bibliography (10%)**

an exhaustive list of works central to the research question. **Due in class 6 March.**

### **Draft (5%)**

an initial version of the paper, which need not be polished, but a fully formed, good faith rendering of the final paper, developed substantially beyond a mere outline.

Completion of a quality draft is necessary to complete the remaining elements of the project and hence pass the class. **Due in class 27 March.**

### **Peer Review (20%)**

a critical reading of drafts of two papers written by others in the class that offers detailed feedback designed to foster productive revisions and an improved final paper. **Due in class 3 April.**

### **Final Paper (30%)**

a 20+ page essay conforming to professional standards and stylistic conventions. **Due 1 May by 5:00 PM. Hard copy only.**

## **Some Guidelines**

This is a class seeks to promote mutual growth and shared learning about challenging subjects. To achieve this ideal, we will have to work together, treat one another respect, and push ourselves to get beyond our comfort zones. We will encounter difficult topics and sensitive material that may at times disturb or offend. This is perhaps unavoidable given that the readings and discussions prompt us to take up themes often left silent in our society, including race and racism, power and oppression, conflict and struggle. With this in mind, the following guidelines are meant to encourage open, productive, and reflexive conversations.

1. **Acknowledge** the existence of institutionalized forms of oppression, particularly racism, classism, sexism, and heterosexism.
2. **Listen to others.**
3. **Create a safe environment for discussion.** Think the language in which you choose to express yourself. Be aware that how you talk may impact others and

their willingness to share. Avoid words that hurt, stigmatize, stereotype, or silence others.

4. **Be respectful.** Do not interrupt. Do not belittle. Treat others with the same dignity and compassion you would expect.
5. **Be engaged.** Commit yourself to the material, to getting at its political and personal implications.
6. **Be open** to others and their opinions.
7. **Actively participate.**
8. **Read consistent, carefully, critically.** Ask yourself: What is significant in this piece? What are the central arguments and what do they mean? What do they teach? How do they challenge? What feels or emotions do they evoke anger/sadness/laughter?
9. **Reflect on your position.** Recognize where you are at, that is, how your life, desires, and interpretations fit in a broader social context. Be willing to name your prejudices, ideologies, and privileges.
10. **Resist the temptation to dismiss positions before you take them seriously.**
11. **Ground your comments in evidence.**
12. **Agree to actively work against myths and stereotypes.**
13. **Appreciate the knowledge and experience of your peers.**
14. **Avoid blaming.**
15. **Remember** class discussions should not be about embarrassing, showing off, winning, losing. Our meetings rather should be about dialogue, self-reflection, and learning.
16. **Arrive on time. Leave on time.** Those who come into class late or leave early will be asked to sit in the front row and meet with the instructor after class. Repeat offenders can anticipate a penalty (see above).
17. **Turn off. Tune in. Be Here Now.** Before each class turn off your cellphone and other electronic devices. Stow your laptop. Failure to do so will result in a penalty (see above).

## Required Readings

The required books for this class are available for purchase at the Bookie or Crimson and Grey; used copies may also be obtained online (abebooks.com, amazon.com, and half.com all are good resources for locating used books).

Arturo Aldama, *Disrupting Savagism*.

Taiaiake Alfred, *Wasse: Indigenous Pathways of Action and Freedom*.

Zygmunt Bauman, *Collateral Damage*.

David-Luis Brown, *Waves of Decolonization*.

Candace Fujikane & Jonathan Y. Okamura, *Asian Settler Colonialism in Hawaii*.

Amy Kaplan and Donald E. Pease, *Cultures of U.S. Imperialism*

Jodi Melamed, *Represent and Destroy*.

S.M Maira, *Missing*.

Jaspir Puar, *Terrorist Assemblages*.

Andrea Smith, *Conquest*.

Ann Laura Stoler, *Race and the Education of Desire*.

In addition, supplemental readings will be available online or as handouts.

## Course Schedule

- 10 Jan      Opening
- 17 Jan      Kaplan & Pease, *Cultures of U.S. Imperialism*, selections.  
Frederick Turner, *The Significance of the Frontier in American Life*.  
<http://xroads.virginia.edu/~HYPER/TURNER/chapter1.html>  
Robert Blauner, Internal Colonialism and Ghetto Revolt.  
<http://www.jstor.org/pss/799949>
- 24 Jan      Aimé Césaire, *Discourse on Colonialism*.  
<http://www.rlwclarke.net/Theory/SourcesPrimary/CesaireDiscourseonColonialism.pdf>  
Ariel Dorfman & Armand Mattelart, *How to read Donald Duck*.  
<http://www.scribd.com/doc/33788991/How-to-Read-Donald>

31 Jan Smith, *Conquest*.

07 Feb Stoler, *Race and the Education of Desire*.

14 Feb Fujikane & Okamura, *Asian Settler Colonialism in Hawaii*.

21 Feb Puar, *Terrorist Assemblages*.

28 Feb Maira, *Missing*.

06 March Bauman, *Collateral Damage*.

13 March No Class. Spring Break.

20 March Open

27 March Brown, *Waves of Decolonization*.

03 April Aldama, *Disrupting Savagism*.

10 April Alfred, *Wasse*.

17 April Melamed, *Represent and Destroy*.

24 April Ending