

University of Colorado Denver  
**Colonial Legacies** HUMN 5984/SSCI 5050  
Interdisciplinary Topics/ Topics in Social Sciences  
*Tentative Syllabus*

Dr. Lorna Hutchison

Term: Fall 2021 (Aug. 23– Dec. 18)

Time and Time Slot: Tuesday 5:00 – 7:50 p.m.

Room: Student Commons 3208

Format: in-person (that’s the plan, anyway)

Email: LORNA.HUTCHISON@UCDENVER.EDU

Office Hours: Wed. 11:00 – 12:00

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**COURSE DESCRIPTION:**

This course advocates for our critical consideration of the manifestations of colonial inheritance. From the politics of natural disaster, to animals, to food and the limitations imposed upon everyday lives, the legacies of colonialism sit on every doorstep. While the course provides a foundation in post-colonial studies, it diverges from traditional poco courses in the way we will focus on the traces, echoes, and presence of colonial muscle. The course employs a range of media, a field trip to the Denver Art Museum, and encourages students to encounter colonial recognition through experimentation with interdisciplinary study. Our goal is to identify some of the living legacies of control and exploitation as well as the acts of resistance they engender.

The critical term post-colonialism refers to the many complex relationships—social, linguistic, cultural, economic—and politics that exist between colonized regions, people, and imperial power. Students will develop their critical skills in the areas of diaspora, “progress,” post-colonial theory, and colonial discourses. Areas of focus include diaspora, poverty, indigenous perspectives, natural disaster, activism.

**FORMAT:** Seminar. Includes group work, discussion, group presentations, lectures.

Field trip (health climate permitting): students will pay their own entry to the Denver Art Museum.

**LEARNING OBJECTIVES:**

By the end of the course students should be able to:

- critically analyse the literature and docs. as creative, close-readers
- recognize narrative patterns and elements colonial discourse, identify different themes and currents
- define key terms and concepts (such as colonialist imperialism; decolonization; nationalism, class, race, and ethnicity; cultural memory; diaspora)
- compose structurally and rhetorically effective written assignments
- deepen one’s sense of self-awareness, asses one’s own individuality and attitudes
- develop social engagement

**REQUIRED TEXT(S)** All are available at Tivoli Station Bookstore on campus under our course or my name

Coates, Ta-Nehisi. (2015) *Between the world and me*. New York: Spiegel & Grau. **ISBN-13:** 978-0812993547

Lomba, Ania. (2005). *Colonialism/Postcolonialism*. 2nd ed. London: Routledge. **ISBN:** 978-0-415-35064-8.

**Optional:** Castle, Gregory, ed. (2001). *Postcolonial Discourses: An Anthology*. Oxford: Blackwell. **ISBN:** 978-0-631-21005-4. Readings from the Castle anthology will be available on Canvas.

**Other requirements:**

The majority of our readings are on Canvas; the class schedule below indicates where each reading is available. I may add a reading to the syllabus depending on class interests and needs, but if so, it will be a reasonable addition that will not impinge on student's time management for the course. **Readings are due for the class day on which they are listed – see course schedule below.** Our course and what we gain from it, depends upon students coming to our discussion forums prepared, i.e., having read the readings and with the material we are covering that day "in hand."

**Course policies and procedures:**

**Attendance and Participation:** Because this is a graduate seminar, discussion of assigned readings is key to a full and enriching experience for all. Please read all assigned readings carefully and thoughtfully and come to our classes prepared to discuss. Non-participation will impair your final grade. Our goals are to actively read the texts, engage with the material in creative and mindful ways, and foster discussion. Talking with one another is critical to meaningful engagement with our course.

Likewise, **attendance** in our graduate course is required. Please arrive on time. More than one unexcused absence--e.g. non-medical or emergency related--will incur a letter-grade drop in your final average. More than two late arrivals will lower your final grade by half (1/2) a letter grade. What constitutes a valid emergency is at the discretion of the instructor. Observant students will be accommodated for religious holidays. Students who miss two or more classes should consider withdrawing from the course. It is the responsibility of the student to withdraw according to university rules. Please read all materials, participate in class, and complete all assignments by their due date.

**Course Communication:**

It's likely I'll be communicating with students via e-mail between classes. Each CU student is provided with a uniform university e-mail account. This is the official e-mail address for CU students and the only e-mail account through which professors are permitted to communicate with students (re: university policy on privacy and privacy protection). Please check your e-mail account regularly so as to not miss contact and important class information. You are responsible for any messages, including assignment and schedule changes I send you via e-mail. Students may contact me via e-mail--please see address near top of syllabus--and also meet with me during office hours or by appointment.

Out of courtesy to all participating in this seminar, please turn off cell phones and put them away and out of sight during our class time together. Adherence to the Student Academic Honor and Conduct Code is expected. The Student Conduct Code may be found at:



<http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf>

**ASSIGNMENTS and GRADING:**

Students have the potential to make 500 points total on all assignments. Any assignment handed in after the due date and hour will be graded at 80% of the assignment’s total possible points; each additional day late thereafter will incur a 10% penalty. **Please note: assignments more than 3 days late will not be accepted. All assignments must be handed in to me in hard copy, not electronically, with the exception of the final paper.**

All written work for the course should be appropriately formatted with correct end-, foot-, or internal -note citation using the citation styles recommended in any standard writing guide, such as Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations* (be sure to use latest edition). See also policy below regarding assignment due dates and late work.

**ASSIGNMENTS:**

<p>Round Table Discussion</p>	<p>10% 50 points</p>	<p>Nov. 1. Students bring in their drawing (based on Alexie’s, see p. 57), which they have linked to identity, e.g., growing up, or family, etc., and discuss to participate in our round table forum. Also: please bring a food item (or tell us about it), one that you feel strengthens your identity and resists norms. Bring in your family tree from class 1.</p>
<p>Discussion Leader ★</p>	<p>10% 50 points</p>	<p>Each student will prepare and lead one of the discussions of a weekly reading (marked with ★ on calendar below). This will include: -a brief outline of the text’s main points -your thoughts and analysis of the text’s approach -any questions you have about the reading, or questions you feel it raises, including several questions you can pose to our group to begin and sustain class discussion. -You are essentially <i>teaching</i> the theory and material to us. Help us to understand the author’s ideas. Feel free to distribute handouts. No powerpt. or other digital presentations, please. Demonstrate the material in a way that helps us to understand it. Students can refer to the texts we’ve covered to show connections and intersections. <b>Be sure to make the text you’ve signed up for central to your presentation.</b> I will hand out a sign-up sheet. Applicable readings on syllabus with an ★. (Number of ★ depends on number of students.)</p>
<p>Class Participation</p>	<p>20% 100 points</p>	<p>In-class contributions to discussions. Please note that attendance is graded separately, per the attendance policy listed above. Participation also requires that each student reading the assigned material before class.</p>
<p>Presentation of Digital Youth Magazine</p>	<p>10% 50 points</p>	<p>Students will each present their final project of the digital youth magazine in the second final class (29 Nov.). Criteria will be distribut.</p>
<p>Reading Responses</p> 	<p>20% 100 points</p>	<p>Between Sept. 20 and Nov. 8 (not including art museum field trip), students will submit a reading response. These 5 assignments, worth  will need to include: -a paragraph summary of <u>one</u> of the readings assigned that day -a critical evaluation of the reading or one of its ideas -your response to or engagement with the text</p>

		-1 or 2 questions relevant to the reading that you can offer to the class for discussion. Please do your best to interrogate and engage with the readings in meaningful ways. Length: one and a half pages, double spaced.
Digital Youth Magazine:	30% 150 points	A young-adult magazine concept and first issue that develops and demonstrates your understanding of our course subject. A more detailed assignment will be distributed. <b>Due: Monday 6 Dec., 11:59 p.m.</b> Please submit via canvas.

**Please note: I do not accept late final projects (in our course, the digital magazine). In order for students to pass the course, all assignments must be completed.**

**Plagiarism Policy:** Plagiarism is the act of appropriating the literary or other creative composition or work of another author, or excerpts, ideas, or passages there from, and passing the material off as one's own creation. <http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/Pages/DefinitionofAcademicDishonesty.aspx>. This course assumes your knowledge of these policies and definitions. See also: <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/plagiarism.aspx> and: <http://catalog.ucdenver.edu/content.php?catoid=6&navoid=530>. If a finding of plagiarism has been made by the instructor and/or by other members of the MHMSS faculty, the student may be assigned a failing grade in the course. At the discretion of the instructor, the student may fail the course and be asked to leave the MHMSS graduate program. Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty.

**CLAS Incomplete Policy:** The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. This CLAS policy is consistent with the UCD campus policy. Incomplete grades "I" are NOT granted for low academic performance. **Faculty are not required to award an Incomplete.** To be eligible for an Incomplete grade, students MUST (1) have successfully completed a minimum of 75% of the course, (2) have special circumstances beyond their control that preclude them from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments **with the original instructor**. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is required. Incompletes cannot be awarded that stipulate (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 1030. For more information, please see: [https://clas.ucdenver.edu/faculty-staff/sites/default/files/attached-files/incomplete\\_policy\\_and\\_form\\_rev\\_12.20.pdf](https://clas.ucdenver.edu/faculty-staff/sites/default/files/attached-files/incomplete_policy_and_form_rev_12.20.pdf)

**Disability Inclusion Statement**

The office of Disability Resources and Services (DRS) provides support for students with disabilities: you can find them at their website <http://www.ucdenver.edu/student-services/resources/disability-resources-services/accommodations/Pages/accommodations.aspx> or by calling (303) 556-3450/**TTY** or (303) 556-4766. To access their services, you will need to provide documentation of disability.

**Family Educational Rights and Privacy Act (FERPA)** <http://www.ucdenver.edu/student-services/resources/registrar/students/policies/Pages/StudentPrivacy.aspx>

**Discrimination and Harassment Policy and Procedures** Please see:  
<http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/StudentAffairs/UniversityLife/sexualmisconduct/DenverPolicies/Pages/DenverWelcome.aspx>

**CU Denver Campus Safety Protocol**

**Due to the increased transmissibility of the Delta variant, all individuals regardless of vaccination status are required to wear masks while indoors on campus.**






Vaccinated Individuals: **Vaccinated individuals may remove their masks indoors when able to maintain 10 feet of social distancing.**



Unvaccinated Individuals: **Must complete the daily online health check; Must wear face coverings at all times while indoors; Must get tested for COVID-19 on a weekly basis beginning in August 2021.**

AL - Ania Loomba's *Colonialism/Postcolonialism* PD - *Postcolonial Discourses: An Anthology*  
Coates: - *Between the World and Me*, by Ta-Nehisi Coates

**CLASS SCHEDULE**

Class Meeting Date, Focus	Readings, Events, and Assignments Due
<b>AUGUST</b>	
<p><b>Week 1 --23 Aug.--</b> Intro., overview, expanding term “colonized” “Resistance and Complicity”; the prevalence of colonial discourse</p>	<p>Note: Students do not need to read the text below before our first class  <i>PD</i>: Stephen Slemon, “Post-colonial Critical Theories”</p>
<p><b>Week 2 --30 Aug.--</b> Basic Concepts: Diaspora, “Progress” Understanding colonialism and its legacies through First Nations in Manitoba</p>	<p><b>Please read for today’s class:</b> AL: Chapter 1: “Situating Colonial and Postcolonial Studies,” pp. 7-53. (read up to the sub-title: “Colonialism and Knowledge”.) Coates, Part I, pp. 5-71. Huggan, Graham. (2010). Post-coloniality. In Kim Knott (Ed.), <i>Diasporas: Concepts, intersections, identities</i>, pp. 55-58. Avail. on Canvas.  Article(s) from <i>The Winnipeg Free Press</i> (4 articles total)</p>
<b>SEPTEMBER</b>	
<p><b>Week 3 --6 Sept.—</b> <b>Labor Day – no classes</b> Ideology, poverty, state</p>	<p><b>Labor Day – no classes</b> <i>Please read the following 2 texts at your leisure. We will not discuss these readings in class next week unless there is something one of us wants to address.</i> AL: Constructing Racial and Cultural Difference + Race, Class, and Colonialism 91- 115. If you have a different edition, it’s up to the sub-title: “Psychoanalysis and Colonial Subjects”  Notes from the First Year (2017). <i>We were eight years in power</i>, New York: One World, pp. 5-12 (and the short intro.). By Ta-Nehisi Coates. <b>NB</b>, I have copies for the class, this is not from <i>Between the World and Me</i>.</p>
<p><b>Week 4 --13 Sept.--</b> Natural Disasters; Puerto Rico Health Inequity: Flint, Michigan Water  [let’s discuss attending the DAM’s Sept. 14 online event, 6-7 PM, with Dakota Hoska, and a DAM field trip, in lieu of tonight’s class.]</p>	<p>Posch, Doris. (2017). Natural disasters, poverty, and state emerging film cultures: spotlight on post-disaster Haiti. <i>International journal of cultural studies</i>, Vol. 21. No. 1, pp 27-41. (Avail. on Canvas)  Rodriguez-Diaz, Carlos E. (2018). Maria in Puerto Rico: Natural Disaster in a Colonial Archipelago. <i>AJPH</i>, Vol. 108, No. 1, pp. 30-31. (Avail. on Canvas)  Shiva, Vandana (2006). Water Wars in India. <i>A Journal of Politics and Culture</i>, Vol. 34, No. 34, pp, 7-10. (on Canvas)</p>

<p><b>Week 5 --20 Sept.--</b> Visual cultures Skin</p>	<p>★PD: Kwame, Anthony Appiah, “African Identities” pp. 222-231. Kenway, Jane and Elizabeth Bullen. (2011.) Skin pedagogies and abject bodies, Sport, education, and society. Vol. 16, No. 3, pp. 279-294. (Avail. On Canvas)  Coates, aim to finish text by week 5.</p>
<p><b>Week 6 --27 Sept.—</b> Indigenous navigations Perspectives: Ohiyesa (Charles A. Eastman); Sherman Alexie Youth</p>	<p><b>Guest Speaker:</b> Rylee Nepinak, Anishanabe youth leader and activist, Winnipeg, Canada. Eastman, Charles A. (Ohiyesa). (1916). Excerpt from “From the Deep Woods of Civilization.” In <i>The Longman Anthology of World Literature</i>. 2<sup>nd</sup> ed., 350-59. Alexie, Sherman. (2007). Excerpt from <i>The Absolutely True Diary of a Part-Time Indian</i>. New York: Little Brown and Company, 26-66. Wolf, Doris. (2014). The seductions of good and evil: Competing cultural memories in Steven Keewatin Sanderson’s Superhero Comics for Aboriginal youth. <i>Children and Cultural Memory in Texts of Childhood</i>. H. Snell and L. Hutchison (Eds.), Routledge, pp. 179-196. </p>
<p>OCTOBER</p>	
<p><b>Week 7 --4 Oct.—</b> <b>Inuit perspective</b> <b>Denver Art Museum field trip</b> either Sat. Oct. 2 (free entry first Sat. of month) or Sat. Oct. 9.</p>	<p><b>Guest Speaker:</b> Theresie Tungilik, Inuit art critic  Watch in class together: <i>Seeing Canada. Iqaluit, Nunavut</i>. Dir./prod./writer, Brandy Yanchyk. 2020. 19 min.  Activity: wet and needle felted bowls. From: qaumajuq/Winnipeg Art Gallery.</p>
<p><b>Week 8 --11 Oct.--</b> Eco-criticism Eco-tourism</p>	<p>★Huggan, Graham, and Helen Tiffin. (2010.) Zoo-criticism and the post-colonial. In <i>Post-colonial ecocriticism</i> (by same authors), London: Routledge, pp. 134-161. (Avail. On Canvas) Raspaud, M., &amp; Hallé, J. (2014). The transformations of values and aspirations by adventure tourism in Nepal: Example through the figures of three Sherpa. <i>Revista Turismo Em Análise</i>, Vol. 25, No. 2, 373-391. </p>
<p><b>Week 9 --18 Oct.--</b> Feminisms</p>	<p>AL: Feminism, pp. 180-204. ★hooks, bell. (1995). <i>Killing rage: Ending racism</i>. New York: Henry Holt, 86-97.</p>

Girls; Miyazaki's <i>Ponyo</i>	<p>PD: Helen Tiffin, "The Body in the Library: Identity, Opposition and the Settler-Invader Woman," pp. 375-388.</p> <p><b>**Please watch the documentary, <i>Sugar Coated</i>, by Michèle Hozer (2015) for next week's class. You can stream it from the Auraria Library.</b></p> <p><a href="https://ucdenver.kanopy.com/product/sugar-coated-investigating-pr-tactics-impl">https://ucdenver.kanopy.com/product/sugar-coated-investigating-pr-tactics-impl</a></p>
<p><b>Week 10 --25 Oct.—</b></p> <p>Food, Health</p> <p>Sugar, Youth, &amp; Colonizing the palette</p>	<p> Kearns, Cristin E. et al. (2016.) Sugar industry and coronary heart research: A historical analysis of internal industry documents. <i>JAMA internal medicine</i>. Vol. 176, No. 11, pp. 1680-1685.</p> <p>Moss, Michael. (2013.) <i>Salt, sugar, fat: How the food giants hooked us</i>. New York: Random House, pp. Prologue &amp; Chapter 10 "The Message the Government Conveys." (Avail. On Canvas)</p>
NOVEMBER	
<p><b>Week 11 --1 Nov.—</b></p> <p>Food, Identity</p> <p>Ethnographic approaches</p>	<p><b>Event: Roundtable discussion</b></p> <p><b>Bring a food artefact you feel resists colonizing norms and your drawing based on Sherman Alexie's p. 57 (we'll go over the exercise), + your family tree (based on Dionne Brand's <i>At the Full and Change of the Moon</i>).</b></p>
<p><b>Week 12 --8 Nov.--</b></p> <p>Cross-influence, counter-insurgency, deconstructing theory</p>	<p>★PD: Stuart Hall, "Negotiating Caribbean Identities," 281-92.</p> <p> PD: Guha, Ranajit, "The Prose of Counter-Insurgency," pp. 120-150.</p> <p>Discussion and workshop: topic and proposed theses</p>
<p><b>Week 13 --15 Nov.--</b></p> <p>Disability Studies</p>	<p>AL: Conclusion 213 – 228 (to the end of the conclusion).</p> <p>Lovett, Herbert. "Learning to Listen: Positive Approaches and People with Difficult Behavior." Paul H. Brooks Publishing, 1996, 1-18. (Optional: feel free to read in its entirety.)</p>
<p><b>Week 14 --22 Nov.-- HOLIDAY, no class</b></p>	<p><i>Holiday break, no class</i></p>
<p><b>Week 15 --29 Nov.--</b></p> <p>Presentations</p>	<p>Presentations of final project, the digital magazine</p> <p>-include your podcast in the presentation</p>

DECEMBER	
<p><b>Week 16 --6 Dec.— Last class</b></p>	<p>Workshop digital magazine - Bring in ideas you may want to discuss and work through.</p>