

University of Central Florida

HUM 4826: Postcolonial Theory

Spring 2022

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Office Hours: via Zoom Mondays noon to 1pm

Modality: Web

This course provides an overview of postcolonial theory and praxis; we will be covering colonialism and anti-colonial/postcolonial history, literature, film, art and practices postcolonial and decolonial resistance. The course contrasts colonial and postcolonial discourses, with particular attention to postcolonial language and praxis that emerged during the last half of the Twentieth Century to address the legacy of colonial practices and bring to the forefront postcolonial experiences and strategies of resistance—in order to reach a decolonial imaginary. The class provides students with a historical overview of postcolonial thought between the late 18th and early 21st century. Students in the class will engage in contemporary research on postcolonialism, postcolonial thought and the decolonial imaginary. By the end of the semester students will produce their own research projects within these areas.

The class will begin with the orienting understanding of the ways in which racialization, class location, gender, sexuality (and the intersections of these) shaped colonial and postcolonial lives, experiences and praxis. Moreover, how postcolonial theories of equality and equity, discourses of liberation, and autonomy have fueled various intellectual traditions.

We will explore how postcolonial thinkers transformed discourses on gender, race, sexuality identity, history, and nation. We will consider the ways in which postcolonialism intersects with cultural identities, nationalisms, dislocations and globalization. And, we will engage postcolonial thought on such topics as internalized racism, environmentalism, citizenship, neo-colonialism and neo-liberalism.

Throughout our class we will be addressing the historical manifestations of these terms and how they have influenced and shaped social and cultural practices, and the ways in which postcolonial thought reformed and/or revolutionized institutions, languages and cultures, definitions of beauty, liberation, and identity.

Course Objectives: In this course we will engage key terms emerging out of postcolonial theory and praxis. We will be reading both theoretical analysis of key issues motivating social actors to resist colonization. We will be particularly concerned with the social, political, cultural and economic while focusing on such questions as:

1. 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.
5. Understand how postcolonial thinkers and actors influence and inform one another (i.e. similarities and differences between Jose Marti, Fanon, Spivak, and Gloria Anzaldua)
6. Engage key terms for discussing the history and practices of colonialism, postcolonial/neocolonial/decolonial thought from multiple perspectives.
7. Students will engage in original research via Pressbooks projects, thereby developing critical thinking, writing and research skills.
8. 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.

Course Activities

Beginning week two, please keep track of the class calendar, here you will see information regarding office hours, surveys, quizzes, as well as due dates for the end of semester Pressbooks project: students can opt to complete either a Portfolio project or qualitative research PhotoVoice project.

Students should have regular access to the internet and plan on accessing Webcourses at least four times per week.

Activity Submissions

Please see Webcourses course schedule for information on deadlines.

Students can submit assignments via WebCourses by clicking the Assignments tab.

Attendance/Participation

All Assignments must be turned in by their due date. Late assignments will not be accepted.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to provide me a signed copy of the Program Verification Form. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

Evaluation and Grading

Assignment	Percentage of Grade
Quizzes	50%
Class survey	10%
Class Pressbooks Project	
Proposal	5%
Final Project	35 %
Total	100 %

Start of semester academic activity survey

Survey will be visible by end of first week of class. These survey may ask questions about the syllabus and/or your individual familiarity, experience and engagement with the course material.

Quizzes

Each quiz may cover readings and video viewings. Typically each quiz will have 5 questions on the Module's material. The quizzes will have specific dates by which they need to be completed. The quizzes may include multiple choice questions, True/False, and/or short answers.

Students can anticipate the the quizzes will be made visible on these dates, and due by the following Tuesday.

Quiz 1 January 31th

Quiz 2 February 28th

Quiz 3 March 20th

Quiz 4 March 27th

Quiz 5 April 10

Pressbooks Assignment: Proposal 5%, and Final Project 35%:

For this assignment students will utilize Pressbooks (available via webcourses) 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.

Detailed Instructions for completing both types of assignment are provided via Webcourses.

- 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 Webcourses: 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.

Class Schedule

I, as the professor, reserve the right to make changes to the course content during the semester.

Module One: Introduction to the Class / Lecture on Early Colonialism

- The Importance of Land and the Colonization of the Americas
- Conflict between Native Americans and Colonists (Disney's Pocahontas)
- Colonial Encounters and Dis-encounters (early colonization of the Americas)
- Colonial Rule and Anti-Colonial Constructions of Race: Casta System of Racialization

Academic Engagement Assignment

- Graded Survey
Quiz
5 pts

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

- Quiz #1
5 pts

Module Three: Blackness, Colonization and De-Colonization: 1950s & 1960s.

1. “America” Poem: Alain Ginsburg
2. “Black Skin White Mask” Fanon
3. Excerpt: “Eugenics as Indian Removal”
4. Lecture: “Wretched of the Earth”

Frantz Fanon Documentary - Black Skin, White Mask

Module Four: Postcolonial Consciousness

1. Excerpt: “Black Religious Movement” by Ibram Kendi (piece originally published under his former name Ibram Rogers)
2. Excerpt: Selected Readings: Native American Resistance
3. Excerpt: “Borderlands” by Gloria Anzaldua’s chapters 1 and 7
4. Excerpt: “The Latino Imaginary.” by Juan Flores

Documentary Excerpt: Black Power Remix

Documentary Excerpt: Alcatraz is Not an Island

Module Five: Spivak, Said and Bhabha

One page proposal for your Pressbooks Project due—follow guidelines available via webcourses.

1. Excerpt: “Can the Subaltern Speak?” Spivak
2. Excerpt: reading by Edward Said
3. Excerpt: reading by Homi Bhabha

Documentary Excerpt: Pa’lante!

Documentary Excerpt: Chicano Homeland

Module Six: The Rise of a Decolonial Feminist of Color Critique: Sexuality, Race, Gender, Motherhood, Class and Nation.

1. Excerpt: A New Politics of Sexuality. by June Jordan
2. Excerpt: Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics.” By Kimberly Crenshaw
3. Excerpt: Reproductive Rights and the Campaign for an Inclusive Feminism
4. Excerpt: El desorden: Nationalism, and Chicana/o Aesthetics. Laura Perez
5. Excerpt: Cherrie Moraga “Queer Aztlan...”

Documentary: “No Mas Bebés”

Module Seven: New Horizons in Decolonial Environmental Humanities

1. Selected Readings on Environmental Racism
2. Excerpt: “Race, Class Gender: American Environmentalism” D.E. Taylor
3. Lecture: Perspectives on Environmental Justice

Documentary: Homeland

Pressbooks Research Project

Due via Webcourses by 11pm on May 2nd. (PhotoVoice will be also uploaded onto Pressbooks.)

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points

D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Note: I, as the professor, reserve the right to make changes to the course content during the class.

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#).

<https://www.ucf.edu/services/>

Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

Policy Statements

Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel

class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

In general, depending on what is occurring with the pandemic the university may make changes to classes. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If I as the instructor fall ill during the course there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance:* Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- *Communication to another through written, visual, electronic, or oral means:* The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism:* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions:* Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter](#)

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted

publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Enjoy your break and congratulations on finishing the semester!