

PACS 301: Settler Colonial Violence, Winter 2018

Conrad Grebel University College, University of Waterloo
CGR 1300
Monday & Wednesday 11: 30 – 12:50

Instructor	Dr. Narendran Kumarakulasingam
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CATALOG DESCRIPTION

This course explores the ways in which settler colonial violence is written on land, body and affect. Combining interdisciplinary scholarly writings as well as non-academic sources such as novels and movie clips, and attentive to the ways in which racialized and gendered forms of violence are produced by and productive of the settler-native relation, the course invites students to explore how current national mythologies, public debates as well as taken-for-granted ways of thinking are entangled in the colonial. The focus will be on the experiences of peoples in the states of Canada and the United States.

EXPANDED DESCRIPTION

Taking seriously our collective presence on the traditional territory of the Attawandaron (Neutrals), the Anishinaabeg and Haudenosaunee peoples, and our classroom's location in Block 2 of the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River, this course invites you to explore the dynamics of settler colonialism and the myriad ways in which violence defines and permeates colonial modes of relation. Colonial violence, when acknowledged, is all too often understood as a (regrettable) legacy of the past. In contrast, by exploring the structuring principles of settler colonialism and the integral role violence, we will strive to discern how settler colonial violence shapes contemporary political practices as well as ways of interpreting politics.

Beginning with a consideration of the embodied and geo-political nature of knowledge, we will proceed to examine the imperatives, modalities and consequences of colonization on Turtle Island and the subsequent establishment of nation-states therein. As we do so, we will pay special attention to the ways in which racialized and gendered forms of violence are produced by and productive of the settler-native relation, and go on to analyze how these forms of violence shape contemporary political projects, social movements, public discourse and the dominant political vocabularies of our times.

LEARNING OBJECTIVES

Success in this course depends on the commitment and active engagement of all of us. Upon successfully completing this course, you should be able to:

- Identify some of the overt and subtle modes of violence that structure settler-native relations;
- Analyze how the politics of settler colonialism shape contemporary political orders, social perspectives and disciplinary knowledge;
- Trace some of the ways in which settler colonial violence shapes your life experiences, history, and modes of thinking;
- Develop written arguments and insights by building connections between texts;
- Relate conceptual material to everyday experiences as well as public policies and political struggles.

COURSE FORMAT AND EXPECTATIONS

- I regard learning as an active and communal endeavour and the classroom to be a shared space and a learning community. Therefore, we all have a responsibility to cultivate and maintain an environment in which learning can occur. Please be on time to class and refrain from engaging in any disruptive activities whilst in class. Unexcused absences are not permitted. If you miss a class due to illness, please make sure you obtain a medical note. If you are going to be absent on account of a religious holiday, make sure you notify me well in advance in writing. I do not give extensions on assignments unless there is a valid and compelling reason such as an accident on the day of submission, serious or contagious illness, or the death of a family member. If one of these reasons forces you to miss turning in an assignment or writing an exam, you will need to provide me with proper documentation to have your absence excused.
- Please make sure to turn off electronic devices and programs that are not being utilized for our class and to be mindful of others in the classroom setting. Regardless of the classroom activity, please refrain from doing anything that might distract either the instructor or a fellow student. It is expected that all of us will give each other our full attention during class time.
- The course will be heavily discussion based, although there will be periodic lectures. In addition, you will be required to participate in small-group activities and impromptu writing assignments. I regard learning as an active endeavour of constructing meaning through conversation with various viewpoints and articulations (found in course readings, peer insights and responses, and public discourses). As such, much of class discussion will focus on engaging closely with the required readings and with each other. Thus, **it is imperative that you read the required reading in advance of class and come prepared to discuss it.**

- Given the themes and topic of the course, this class is likely to engender strong feelings and responses. I invite all of us to be attentive to what our engagement with the colonial produces in both us and in others as we sit together. I encourage you to be aware of the various and sometimes powerful somatic and intellectual responses that might be engendered and to consider that as part of the learning process. If you are so moved and able to do so, feel free to share some of these responses, as these are an important aspect of the course. At the same time, please keep in mind that our classroom will be host to a diverse range of experiences and that experiences will differ among students, sometimes in unpredictable ways. So it is vital that we practise respectful engagement without sacrificing rigour. I recognize that this is a difficult practice to engage in, and comes with a lot of risks (for both you and myself). However, at the same time, I believe that engaging with other viewpoints respectfully but robustly is a vital necessity for living well with others and therefore, worth cultivating despite the attendant risks. While I will propose some ground rules, we as a class will come up with a collective compact.
- **Talk to me if you are having problems.** If you are having difficulties with the material, myself, fellow students, or with other issues that affect your performance in class, feel free to come talk to me. I will be happy to work with you and/or to help you overcome these difficulties to the best of my ability. However, I can only do so if you let me know about it and do so while it is happening. I cannot be of assistance if you wait until the end of the semester.
- Please refrain from recording any part of class unless you obtain prior and written consent from everyone else in the room. It is of the utmost importance that we all work towards maintaining a respectful and safe communal working environment in which we can come together to collectively discuss and deliberate about difficult issues of vital importance to us.

EVALUATION AND REQUIREMENTS

Participation	20%
Introductory Essay	5%
Reading Responses	20% (10 x 2%)
Integrative Essay	20%
Reflective Project	30%
Short Presentations	5% (2 x 2.5%)
TOTAL	100%

Participation (20%)

In-class discussion constitutes an extremely important part of this course. Discussions will be oriented towards reconstructing the main ideas and insights found in the course readings, putting them in conversation with one another, relating them to current and historical events and developing our own responses. To do this, you need to come to each class having read and thought

about the material. In order for us to have successful discussions, we will need to at a minimum: a) read deeply and think about the material; b) listen respectfully and carefully to others; c) contribute our own thoughts and ideas; and d) engage each other's ideas and assumptions. The success of our course and the quality of our learning depends on all of us taking responsibility for being prepared for high quality class discussion. Good discussion skills will need to be cultivated – so, please pay attention to the structure and rhythm of our conversations. You can use the following questions as a guideline for monitoring your participation:

- a) Was I on-time to class? Did I attend all the class sessions?
- b) Was I always fully engaged in what was happening in class or was I distracted?
- c) Did I try to summarize some of the main ideas or insights of readings?
- d) Did I try to relate concepts/ideas across readings?
- e) Did I analyze the process by which claims and arguments were made in the readings?
Did I try to articulate what was significant in the readings?
- f) Did I contribute any new information to the discussion?
- g) Did I articulate what I thought was problematic or confusing and ask others for help?
- h) Did I relate the readings to contemporary news items, my own experiences, cultural products (films, movies, social media), or public policies?
- i) Did I share what I found to be significant about the readings?
- j) Did I build on what others were saying in constructive ways? Did I ask others for clarification? Did I paraphrase someone else's remarks to understand them? Did I connect prior remarks to events/other ideas/occurrences?
- k) Did I pose a question or initiate a topic for discussion?
- l) Did I share my reaction and responses to readings/events? Did I ask others for their responses and reactions?
- m) Was I an encouraging, supportive and respectful presence?
- n) Did I complete and hand in the impromptu in-class writing assignments?

Introductory Essay (5%)

This mini-essay should describe what questions/issues have motivated you to take this class and what you hope to explore and learn in it. This is not a research paper. Think of it as a biographical statement describing your interest in the larger issue of settler colonial violence, and how you came to be interested in this issue area. Additionally, feel free to elaborate on any specific questions or issues that you are interested in exploring during our time together. The essay should be around 2 double-spaced pages (12 point font) in length and needs to be submitted via LEARN before class on January 10. This submission will not be graded - you will get full credit for turning this in on time. Late submissions will be penalized.

Reading Responses (20%)

Reading responses are meant to help you prepare for discussion and articulate your understanding of the readings. You will be required to write **10 responses** to the readings over the course of the semester. Responses should be 400-500 words and should be submitted via LEARN by **9 PM on the day before the class**. Each response should contain a summary of the reading's key argument/ideas or insights **in your own words** as well as at least one question that the piece raises

for you. If you wish, you may turn in 11 summaries – I will drop the one with the lowest score. Late submissions will not receive any credit.

Integrative Essay (20%)

This will consist of a double-spaced, seven (7) page essay (in 12-point Times New Roman font) response to a question that I will hand out ten days in advance of the deadline. The essay question will be geared towards helping you synthesize different readings and use them as a lens through which to read a contemporary event, scenario, or policy. This paper needs to be turned into the CGUC front desk by **1 PM on February 16**. Please note that late submissions will be automatically assessed a penalty of 5% (same penalty for the first 24 hour period) with an additional 1% penalty assessed for every additional day the assignment is late. A valid medical document is required for illness as noted above. If you are concerned about an assignment, please come and talk to me in well in advance of the deadline.

Reflective Project (30%)

Write an essay of approximately 3,000 words (double-spaced, 12 point font, 1 inch margins) illustrating how your biography and history are shaped by some aspect(s) of settler colonialism. This is meant to provide you with an opportunity to relate the conceptual material encountered in the course to your life experience and history. There are two components to this essay: a draft of at least 1,500 words due no later than **3 PM on March 2 via LEARN** (10%); and a final hard copy version consisting of 3,000 words plus a bibliography due no later than **3 PM on April 9** at the CGUC front desk (20%). This project may take the form of a biographical essay or of a creative project (poetry, dialogue, short video). If you are going to do a creative project, you will be required to turn in a reflection/analysis of the creative piece (of at least 1,800 words) in addition to it. This project should not list all the various ways in which some aspect of settler colonialism has shaped you. Nor should it be chronologically organized. Rather the project will explore some problem, issue, event, dilemma, story or encounter from your life through a conceptual lens. Please note that late submissions will be automatically assessed a penalty of 5% (same penalty for the first 24 hour period) with an additional 1% penalty assessed for every additional day the assignment is late. A valid medical document is required for illness as noted above. If you are concerned about an assignment, please come and talk to me in well in advance of the deadline.

Presentations (5%)

You will be required to make two short oral presentations (each worth 2.5% of the overall grade) over the course of the semester, each one consisting of around 3 – 5 mins. Both presentations are meant to help you either relate course material to your everyday life and passions, or intellectual interests.

The first one, titled ‘kick-starter’ should identify an idea or argument that you find compelling from the day’s reading and share why this is so. Another way of thinking about this is to ask yourself, “what about today’s reading do I find significant, important or compelling, and why? Alternatively, you can also ask yourself, “why should I/we care about what this person is writing about?” This assignment is meant to help us connect and locate ourselves vis-à-vis the material.

The second presentation will consist of a reflection. Pick a quote, an image, an encounter or an object that symbolizes something important that you have learned or struggled with over the course of our time together. Bring it to class on March 26/March 28/April 1 (I will circulate a sign-up sheet during the semester) and share how it embodies a powerful insight or learning experience, or even something with which you are struggling. This is basically an opportunity for all of us to share some aspect of our learning journey with each other.

GRADING SCALE

Assigned Grades	Letter	Percentage Range	Average Calculation Values
A+		90-100	95
A		85-89	89
A-		80-84	83
B+		77-79	78
B		73-76	75
B-		70-72	72
C+		67-69	68
C		63-66	65
C-		60-62	62
D+		57-59	58
D		53-56	55
D-		50-52	52
F+		42-49	46
F		35-41	38
F-		0-34	32

UWATERLOO POLICIES

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties,

students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

OTHER NOTES FOR YOUR ATTENTION

Accommodation for Students with Learning Differences

Note for students with learning differences: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with learning differences without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Accommodation for Illness

A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

The Writing Centre

Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre

READINGS

The following texts will be used extensively and have been ordered by the university bookstore:

- 1) Emma Battell Lowman and Adam J. Barker, *Settler: Identity and Colonialism in 21st Century Canada* (Halifax: Fernwood Publishing, 2015)
- 2) Drew Hayden Taylor, *God and the Indian* (Vancouver: Talonbooks, 2014)
- 3) Audra Simpson, *Mohawk Interruptus: Political Life Across the Borders of Settler States* (Durham: Duke University Press, 2014)

COURSE SCHEDULE

The following schedule may change from time-to-time to reflect the pace of our course and to better refine the course schedule. Changes to this schedule will be announced in class and by announcement on Waterloo LEARN.

I. Introduction

JAN 3: Meeting one another; course overview

II. Settlement

JAN 8: Not-knowing and Knowing

Elizabeth V. Spelman, “Managing Ignorance,” in Shannon Sullivan and Nancy Tuana (eds) *Race and Epistemologies of Ignorance*, pp. 119-132. (E-Reserves)

JAN 10: Settling I

Patrick Wolfe, "Settler Colonialism and the Elimination of the Native," *Journal of Genocide Research* 8, 4 (2006): 387-409. (E-Reserves)

JAN 15: Settling II

Settler: Identity and Colonialism in 21st Century Canada, chps. 1& 2.

JAN 17: Writing Workshop I

No required reading

JAN 22: Land I

Watch the documentary, *Colonization Road*. Available [here](#).

JAN 24: Land II

Leanne Simpson, "Land as Pedagogy: Nishnaabeg Intelligence and Rebellious Transformation", *Decolonization: Indigeneity, Education & Society* 3, 3 (2014): 1-25. (E-Reserves)

JAN 29: Legitimation I

Carole Pateman, "The Settler Contract," in Carole Pateman and Charles Mills, *Contract & Domination*, pp. 35-78. (E-Reserves)

JAN 31: Legitimation II

Eva Mackey, "Fantasizing and Legitimizing Possession," in *Unsettled Expectations: Uncertainty, Land and Settler Decolonization*, pp. 41-68. (E-Reserves)

FEB 5: Rethinking Land I

Settler: Identity and Colonialism in 21st Century Canada, chp. 3.

FEB 7: Rethinking Land II

Reading TBA

FEB 12: Gender I

Audra Simpson, "The State is a Man: Theresa Spence, Loretta Sanders and the Gender of Settler Sovereignty," *Theory & Event* 19, 4 (2016): N.A (E-Reserves)

Bonita Lawrence, "Gender, Race, and the Regulation of Native Identity in Canada and the United States: An Overview," *Hypatia* 18, 2 (2003): 1-31. (E-Reserves)

FEB 14: Gender II

Sherene Razack, "Gendered Racialized Violence and Spatialized Justice," in *Race, Space, and the Law: Unmapping a White Settler Society*, pp. 122-156 (E-Reserves).

***INTEGRATIVE ESSAY DUE BEFORE 1 PM ON FEBRUARY 16. PLEASE TURN IN HARD COPY TO CGUC FRONT DESK.**

FEB 19 & 23: Holiday and Reading Week – No class.

FEB 26: Apology I

Drew Hayden Taylor, *God and the Indian* (entire)

FEB 28: Apology II

Drew Hayden Taylor, *God and the Indian* (entire)

***REFLECTIVE PROJECT DRAFT DUE BY 3 PM ON MARCH 2 VIA LEARN.**

MAR 5: Writing Workshop II

III. Refusal

MAR 7: Refusal I

Mohawk Interruptus, Chp. 1. & (skim) Conclusion.

MAR 12: Membership and Belonging

Mohawk Interruptus, Chap. 2

MAR 14: Ethnography/Knowledge

Mohawk Interruptus, Chap. 4

MAR 19: Borders I

Mohawk Interruptus, Chap. 5

MAR 21: Border II

Mohawk Interruptus, Chap. 6 & Conclusion

MAR 26: Refusal and Belonging II

Review *Mohawk Interruptus*

MAR 28: Reflections and Anticipations

APR 1: Reflections and Anticipations

***REFLECTIVE PROJECT DUE BEFORE 3 PM ON APRIL 9. PLEASE TURN IN HARD COPY AT FRONT DESK OF CGUC.**