

Professor Malini J. Schueller

ENG 4953; Sec19EB

MWF 7 (1:55-2:45)

Office Hours: F: 10:30-12:30

<https://ufl.zoom.us/j/2447969731?pwd=amJBb25uZ115b0tKcXVBNXdPYjd2Zz09>

Meeting ID: 244 796 9731

Password: 131131

and by appointment

Class meeting: <https://ufl.zoom.us/j/95793841461?pwd=eG5zQi9jSFZRSgxmdHo3ckFYn2Z4QT09>
(easier to get on in canvas)

Meeting ID: 957 9384 1461

Passcode: 3j075t

e-mail:malini@ufl.edu

ENG 4953: Global Settler Colonialism, Indigenous Resistance and Contemporary Literature

Settler colonialism has often been marginalized within postcolonial studies which have focused largely on colonization and decolonization in places such as Kenya, Nigeria, India, Indonesia, Jamaica, or French Indochina. This course attends to the different theories, practices, and literatures of settler colonialisms--marked by large populations of Europeans who have moved to places not simply as functionaries of a colonial power but to live permanently while enjoying the privileges of a ruling race. While the structures of some settler colonialisms have been dismantled and others still continue, the effects of settler colonialism are present to date. Indeed one of the most important global connections of the twenty-first century is that of indigenous resistance against settler colonialism. North American Indian, Hawaiian, Palestinian, Maori, and Kashmiris speak a similar language of dispossession and activism and are often involved in advocacy campaigns that connect different indigenous spaces. This course focuses on the literatures and theories of indigeneity and settler colonialism by focusing on four very different sites: US North America, Hawai'i, Algeria, and Palestine. We will study the specific constructions of race in different settler colonial contexts and the intersection of colonial racism and gender. We will read works by both the colonized and settlers and the in order to understand questions of indigeneity, sovereignty, racial politics, occupation, nationalism, the politics of recognition, and revolutionary solidarity. We will study the current, often contentious theoretical debates about the different politics of settler colonial studies and indigeneity studies and some conversations between indigenous and environmental studies. We will also follow present-day activism against settler colonialism and see how settler colonial and indigeneity studies continue to develop tactics against forms of oppression today.

The course will begin with a brief foray into nineteenth-century literature of settler colonialism and native resistance in the US which will serve as a foundation to reading the contemporary literature and theory. We will put into conversation twenty-first century contemporary global literature of resistance to settler colonialism and twentieth century literature. We will also read the works of theorists such as Patrick Wolfe, Jodi Byrd, Craig Womack, Kehaulani Kanui, Achille Mbembe, Rob Wilson, Edward Said, Frantz Fanon, Ghassan Hage, and Eyal Weizman.

Required Texts

Liliuokalani *Hawaii's Story by Hawaii's Queen*

Lois Ann Yamanaka *Blu's Hanging*

Alan Paton *Cry, the Beloved Country*

Peter Abrahams *Mine Boy*

Raja Shehade *Palestinian Walks*

Susan Abulhawa *Mornings in Jenin*

All other readings will be on canvas. If a reading is not on canvas it means that there's an electronic book in the library.

Course Requirements and Grade Distribution

Special Requirements for Online Class:

*Because I'll be conducting the class as synchronous zoom I would like to be able to see all of you while class is in session so that we can have good discussions. Please turn your video on. If you experience problems with connectivity, switch to audio alone but do not start that way or make it a habit.

*You will also need to print out all canvas readings ahead of time so that you're not switching screens and are able to focus on the discussion/lecture during class time.

Attendance: Please remember that this is a discussion class and that you are expected to attend every meeting. day. Attendance means being present with your video on and all printed materials ready so that you can take notes and participate in discussion. If you come to class without the reading material, you will be marked absent. There is no way to simply "make up" work for missed classes. **If you miss more than four hours of class, you will lose a third of a letter grade for each additional absence.** The absence policy does not mean that I am encouraging these absences or that you should, indeed, miss four hours (hours, not classes). **The allowed absences are meant strictly to cover emergencies (if you "use up" your absences and then have an emergency, you're out of luck). Missing eight hours of class constitutes failing the course.**

Responses to Readings: A one paragraph response to the readings for the day once a week. This should be one well defined idea that you think is important and needs discussion. Include a reference to the sentences/passages that need particular attention. Please submit these paragraphs by 10 am on the day before class. 15%

Two Oral presentations: 25%

The purpose of these presentations is to make you think critically and intensively about the texts you are reading, think about the contributions and complexities of indigenous resistance, and to engage you in

further research. For one presentation, do a presentation on a current form of activism taking place in the sites on which we are focusing. In addition to explaining the activism you will need to put it in conversation with some critical readings we are doing. In other words, please don't rehash Wikipedia. This means spending some reading scholarship related to the activism. Please email me the scholarship you're planning to use a week ahead of your presentation. In other words, please don't rehash Wikipedia. Please provide a short, one page handout to the class so they can follow along.

For the second presentation you have two options: choose a critical work from which we are reading for the day and do a full presentation of the book (if the book is too long I can tell you which chapters to use). Your presentation should include (a) the book's main argument, (b) a summary of each chapter except the one assigned for class and (c) what you found most useful and most problematic. Please email a handout of the presentation to me by 10 pm on the Tuesday before class and send it to the class as well. The second option would be to evaluate 2 critical articles on a literary text/film being discussed in class. Present the arguments of each essay and your assessment of the successes and problems of the arguments. I have listed the articles/essays for some of these. Again a short handout (a paragraph for each article) for me and the rest of the class would be good but please don't simply read the handout.

Please email a handout of both presentations to me by 10 pm the day before class and send it to the class as well.

Both presentations should take no more than 15 minutes each (7-8 minutes for presentation and the same for questions) so please time yourself beforehand.

Final paper (15 pages): 60%

These should be analytical papers about 15 pages in length (excluding Notes and Bibliography). They may be extensions of the work you've done for the presentations or entirely new papers. Whatever option you choose, you need to do a complete MLA search on your subject and incorporate the research into your paper. Be sure that your papers have a theoretical angle so that the argument you make is significant not only because of the specific work you are considering but also to an interpretation of certain cultural issues. Connect your critical angle to current scholarship on the subject. You need not deal with the specific texts we're discussing in class (although you can) but the paper should be about settler colonial studies. **If you do not wish to do a long paper please see me and I'll discuss two shorter papers with you.**

If you are considering graduate school I would urge you to

1. Find a conference with a Spring '21 or Fall '21 deadline for the CFP.
2. Write the required abstract for the conference, as well as the letter of submission.

Syllabus: This is a tentative syllabus which might be changed according to the needs of the course.

Aug 31: Introduction

Sept 2: Robert Young *Postcolonialism: An Historical Introduction*, pp. 1-43; 57-61

Lorenzo Veracini "Introducing Settler Colonial Studies" 1 (2011) 1-12

The Scope of Settler Colonial Studies

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

Alissa Macoun and Elizabeth Strakosch "The Ethical Demands of Settler Colonial Theory" *Settler Colonial Studies* 3 iii-iv (2013) 426-443

Sept 7: Labor Day

Sept 9: Steven Salaita *Inter/Nationalism: Decolonizing Native America and Palestine*, pp. ix-xix; 71-102

Jodi Byrd *Transit of Empire* xx-xxxix; 1-38

Sept 11: Andrea Smith "Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism" *GLQ* 16, Number 1-2 (2010), 42-68.

Kyle Whyte "Settler Colonialism, Ecology, and Environmental Justice" *Environment and Society* 9 (2018), pp. 125-144.

Indians and Settlers in the US

Settler Anxiety, Masculinity and Nostalgia

Sept 14: Philip DeLoria from *Playing Indian* 1-10.

Carol Smith Rosenberg "Surrogate Americans: Masculinity, Masquerade, and the Formation of a National Identity" *PMLA* 119 (2004), 1325-35.

Sept 16: Lydia Maria Child "Willie Wharton"

Sept 18: Jean M. O'Brien "Lasting Texts Purify the landscape of Indians..." From *Firsting and Lasting: Writing Indians Out of Existence in New England*, pp. 105-144.

Freneau "Indian Burial Grounds" (1787)

William Cullen Bryant "The Prairies" (1832)

Gerald Torres and Kathryn Milun "Stories and Standing: The Legal Meaning of Identity" from *After Identity: A Reader in Law & Culture*, pp. 129-142.

Indigeneity and Recognition

Sept 21 Hegel "Notes on Lordship and Bondage" from *Phenomenology of Spirit*

Frantz Fanon "Introduction" and "The Fact of Blackness" from *Black Skins White Masks* on canvas

Sept 23: Glen Coulthard *Red Skin, White Masks* pp. 25-49; 151-179

"An Indian's Looking Glass for the White Man"

Sept 25: William Apess William Apess "Eulogy on King Philip"

Cultural Colonialism and Resistance

Sept 28: Craig S. Womack *Red on Red: Native American Literary Separatism* pp. 1-22; 51-67.
Ruth Spack America's "English and Colonialist Discourses" from *America's Second Tongue*, pp. 13-44

Sept 30: Zitkala-Sa "Schooldays of an Indian Girl"
Janet Campbell Hale "Claire" from *Reckonings: Contemporary Short Fiction by Native American Women*, pp. 87-110.

Oct 2: Reid Gomez "Electric Gods" from *Reckonings*, pp. 312-318
Reid Gomez "Touch, Touch, Touching" from *Reckonings* pp. 318-323
Sahir Doshi "The Covid-19 Response in Indian Country: A Federal Failure"
Nina Lakhani "Why Native Americans took Covid 19 Seriously"

Settler Colonialism and Hawai'i

Pornotropics and Cultural Prostitution,

Oct 5: Haunani Kay Trask from *From A Native Daughter*, pp. 1-39; 136-147

Haunani Kay-Trask "Decolonizing Hawaiian Literature"

Oct 7: Watch *Blue Hawaii* on your own.

Being Hawaiian

Oct 9: Epeli Hau'ofa "Our Sea of Islands"

Victoria Nalani Kneubuhl "Ho'oulu Lahui"

Michael Puleola "The Fisherman" "Something in the Wind"

The Paradoxes of Mimicry

Oct 12: Homi Bhabha "Of Mimicry and Man"

Liliuokalani *Hawaii's Story by Hawaii's Queen*

Oct 14: Liliuokalani *Hawaii's Story by Hawaii's Queen*

Oct 16: Liliuokalani *Hawaii's Story by Hawaii's Queen*

NoeNoe Silva from *Aloha Betrayed* 1-12; 164-203; 231-236 cut?presentation?

Kehaulani *Paradoxes of Hawaiian Sovereignty*, 1-10.

Presentation *Hawaii's Story*: NoeNoe Silva *Aloha Betrayed*, pp. 164-203

Lydia Kualapai "The Queen Writes Back: Lili'uikalani's Hawaii's Story by Hawaii's Queen" *Studies in American Indian Literatures* 17 ii (2005), pp. 32-61.

Settlers of Color

Oct 19: Lois Ann Yamanaka *Blu's Hanging*

Oct 21: Lois Ann Yamanaka *Blu's Hanging*

Rob Wilson "Bloody Mary Meets Lois-Ann Yamanaka..." *Public Culture* 8 (1995), 127-158.

Oct 23: Lois Ann Yamanaka *Blu's Hanging*

Hauvani Kay-Trask Settlers of Color and Immigrant Hegemony *Amerasia Journal* 26 ii (2000): 1-24

Articles for Presentation:

Candace Fujikane “Sweeping Racism Under the Rug of Censorship. . .”

Emily Russell “Locating Cure: Leprosy and Lois Ann Yamanaka’s Blu’s Hanging”

Settler Colonialism and Apartheid: South Africa

Afrikaners, Apartheid, White Liberalism

Oct. 26: Intro article on South African settler colonialism and apartheid

Alan Paton *Cry, the Beloved Country*

Oct 28: Alan Paton *Cry, the Beloved Country*

Frantz Fanon “Concerning Violence” from *The Wretched of the Earth*

Oct 30: Alan Paton *Cry, the Beloved Country*

The Politics of Race and Resistance

Nov 2: Peter Abrahams *Mine Boy*

Nov 4: Peter Abrahams *Mine Boy*

Elleke Boehmer “Where We Belong: South Africa as a Settler Colony and the Calibration of African and Afrikaner Indigeneity” from *Studies in Settler Colonialism*, pp. 257-271

Nov 6: Makhosana Xaba “Running” from *Running and Other Stories??*

?Cheryl McEwan “Building a Postcolonial Archive? Gender, Collective Memory and Citizenship in Post-Apartheid South Africa” *Journal of South African Studies* 29 iii (2003) 739-757.

The Question of Palestine

States of Exception

Nov 9: Joel Beinin and Lisa Hajjar “Palestine, Israel, and the Arab-Israeli Conflict” (background; on canvas)

Edward Said "Zionism from the Standpoint of Its Victims" from *The Question of Palestine*

Nov 11: Veteran's Day

Nov 13: Susan Abulhawa *Mornings in Jenin*

David Lloyd "Settler Colonialism and the State of Exception: The Example of Palestine/Israel" *Settler Colonial Studies* 2 | (2012), pp. 59-80.

Nov 16: Susan Abulhawa *Mornings in Jenin*

Nadera Shalhoub-Kevorkian "Our Existence is Upsetting Them: Gendered Violence and Unchilding in the Naqab" from *Incarcerated Childhood and the Politics of Unchilding*, pp. 51-72.

Nov 18: Susan Abulhawa *Mornings in Jenin*

Nov 20: Alan Dershowitz from *The Case Against Israel's Enemies*, pp. 98-142

Eric Cheyfitz, "The Force of Exceptionalist Narratives in the Israeli—Palestinian Conflict" *Native American and Indigenous Studies*, Vol. 1, No. 2 (Fall 2014), pp. 107-124.

Abstracts for final papers due

Space, Nature, and Decolonization

Nov 23: Michel de Certeau "Walking in the City" from *The Practice of Everyday Life*

Rob Wilson "Environmentalism and Postcolonialism" in *Postcolonial Studies and Beyond*. Ed. Ania Loomba et al pp. 233-251.

Nov 25: Thanksgiving

Nov 27: Thanksgiving

Space, Nature, and Decolonization

Nov 30: Raja Shehade *Palestinian Walks*

Dec 2: Raja Shehade *Palestinian Walks*

Bardenstein, Carol, "Trees, Forests, and the Shaping of Palestinian and Israeli Collective Memory" from *Acts of Memory: Cultural Recall in the Present*, pp. 148-168

Displacement and Urban Warfare

Narrating Return

Dec 4: From Cathy Caruth *Unclaimed Experience*, pp. 1-9

Ghassan Kanafani "Returning to Haifa"

Layla Allush "The Path of Affection"

Urban Warfare and Exigophobia

Dec 7: Eyal Weizman "Frontier Architecture" 1-22; "Urban Warfare: Walking Through Walls," 185-217. *Hollow Land: Israel's Architecture of Occupation*.

Remi Kanazi "An Empty Vessel"

Dec 9: Judith Butler, "Israel/Palestine and the Paradoxes of Academic Freedom," *Radical Philosophy* 135 (Jan/Feb 2006)

Lorenzo Veracini "Conclusion: Transcending the Settler Colonial Present" in *The Settler Colonial Present* 95-109, 129-133.

Presentation: Comparison South Africa and Palestine

Julie Peteet "The Work of Comparison: Israel/Palestine and Apartheid" *Anthropological Quarterly* 89 I (Winter 2016) 247-281.

Raef Zreik "Palestine, Apartheid, and the Rights Discourse" *Journal of Palestine Studies* 34 I (2004), pp. 68-80

Mahood Mamdani "The South African Moment" *Journal of Palestine Studies* 45 I (2015), pp. 63-68.

Dec 12: **Final Papers Due**