

Professor Malini J. Schueller

LIT 4233

Office: 4113 TUR

Spring '23

Office Ph.: 392-
6650

MWF 7 (1:55-2:45)

MAT 0113

Office Hours: Wednesday 3:30-5:15 and on zoom

Personal room:

[rshttps://ufl.zoom.us/j/2447969731?pwd=amJBb25uZ115b0tKcXVBNXdPYjd2Zz09](https://ufl.zoom.us/j/2447969731?pwd=amJBb25uZ115b0tKcXVBNXdPYjd2Zz09)

Indigeneity and Settler Colonialism in the US, Hawaii, South Africa, and Palestine

This course will focus on settler colonialism and the indigenous resistance to it in such different locations as U.S. North America, Hawai'i, South Africa, and Palestine. Reading literary works by both the colonized and the settlers, we will attempt to understand questions of indigeneity, sovereignty, racial politics, occupation, nationalism, the politics of recognition, and revolutionary solidarity. We will attend to the different practices and literatures of settler colonialism which persists into our present, and to the activism and advocacy campaigns of indigenous populations confronting settler colonialism and its legacies. We will also examine the conversations and disagreements 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.

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*

Ibtisam Azem *The Book of Disappearance*

Course Requirements and Grade Distribution

Discussion posts15%

Oral Presentations.....15%

Essay # 1 (4-5 pages)25% (short close reading of a literary passage illustrating a critical concept). Due October 6.

Essay # 2 (7 pages)30% (Analytical reading of a literary text using a critical concept; can be on the same topic as your panel)

Class Participation.....15%

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 reading materials ready so that you can take notes and participate in discussion. If you cannot access any of your readings during class 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. Missing eight hours of class constitutes failing the course. If you miss 8 hours of class you will automatically receive an E in the course.

Discussion Questions: Pick an idea that you think is important and needs discussion. Include a reference to the sentences/passages that you want to discuss. Questions will be graded on the engagement they evidence with the readings. Please stick to the texts themselves rather than asking questions based on personal experience or views. You can miss 5 days. After that you will lose three points for every question missed. Please submit these questions on canvas by noon on the day of class. The questions need not comprise more than one or two sentences but make sure you have questions for all the readings for the day.

Oral presentations:

The purpose of these presentations is to make you engage intensively with the texts you are reading and think about the contributions and complexities of indigenous resistance. For one presentation, focus 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.

For the second presentation, get together with one other person and take a position on the question that is presented. Your argument should be based on close textual analysis.

Please email a one-page statement of both presentations to me by 10 am the day before class (ie if you are presenting on Wednesday, you need to email me the statement by 10 am on Tuesday so I can make sure it's okay and get back with you).

Each presentation should take no more than 5-7 minutes, followed by 5-10 minutes of questions and answers. Panels comprising two people should take no more than 10 minutes. Please practice ahead so you don't go over the allotted time.

Papers : I do not require any research for your papers other than the material on Canvas. Indeed, I discourage research. Please follow MLA guidelines for citation. Remember that any use of reference material, whether in direct quote or paraphrase, must be meticulously footnoted. Plagiarism, while intentional or otherwise, will result in a failing grade in the course. Make sure your paper has a thesis (ie something you need to prove), that there is only one thesis for the entire paper, and that your paper is not a plot summary. I will be giving you specific instructions for both papers. For the second paper, if you wish, you may write on the same topic as your oral presentation. I am happy to read rough drafts or parts of your papers ahead of time.

If you are a senior English major and are planning to go to graduate school, you might want to do one long research paper instead of the two shorter papers. In that case, in addition to meeting the requirements for the short papers, you'll have to research your topic on the MLA International Bibliography. This DEFINITELY NOT the easier option. If you want to follow this option, please see me by September 29. You may not make this decision any later. I will need to approve the topic.

Laptop/media policy: All cellphones MUST be turned off before the start of class. It is definitely better to have hard copies of all texts so you can take notes, underline, and follow class discussion. However, I have grudgingly accepted the fact that some students work with e books and like to work electronically instead of using paper. You may bring your laptops, I pads etc to class but please make sure that you are only looking at the reading being discussed. **Surfing the web is distracting to students sitting next to you or behind you.** If you feel you cannot resist the urge to be on social media, please print out the readings and bring them to class.

Email: It is understood that you will check your UF email daily during the week. Any updates to the syllabus or changes to office hours will be sent on email. If you need to contact me outside of office hours, please do so at malini@ufl.edu and **not on Canvas**.

You can expect things of me in return. I will be happy to answer any questions or help you with your writing. For quick questions, use my e-mail. I usually check it at least once a day. I am always there to help you during office hours. If you are not free during my office hours and need help, please don't hesitate to see me after class to set up an appointment.

Turning in Papers: Your papers are due in class on the days assigned. Please submit the papers as Word, doc or rtf attachments on Canvas. Late papers will be reduced a third of a letter grade for each day. After one week they will earn an "E."

Rewrites: You may revise any one paper. For rewriting, please follow the long comments at the end of the paper. Remember that a rewrite is a serious effort and not simply a correction of mechanical errors. When you rewrite a paper highlight all the revisions you have made. If you want to rewrite a paper, I recommend your doing so within two weeks of getting the graded paper back. Do not rewrite a paper with a grade higher than a 'B.' All rewrites are due April 26.

All papers and the panel must be done in order to pass the course. Work not done will receive a grade of "0"

For purposes of calculation A=93, A-=90, B+=87 etc

Recording Policy

According to state law, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.

Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Help From Me and About me: I am available during office hours to help you with your papers and am happy to read rough drafts ahead of time either in person or on e-mail. I will help you with organization, clarity, development and indicate some grammatical errors but will not proofread. Please allow enough time for me to get back to you. For quick questions, use my e-mail. If you are not free during my office hours and need help, please don't hesitate to email me or wait after class to set up an appointment.

I am a Professor of English. I was born and raised in India, hold a PhD in English from Purdue University, and since 1986 I have been at UF teaching courses on American literature, US empire studies, postcolonial theory, and Asian American studies. You can learn more about me and my interests by checking my website:

<https://wordpress.com/view/malinischueller.wordpress.com> or the English department website: <https://english.ufl.edu/malini-johar-schueller/>

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office in Peabody 202. That office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. If you haven't registered with the DRC but think you may be eligible for accommodation, please come talk to me in office hours and I can help advise you.

Syllabus: This is a tentative syllabus which may be changed according to the needs of the class

Aug 23: Introduction

Aug 25: Robert Young *Postcolonialism: An Historical Introduction*, pp. 1-43; 57-61

Aug 28: Lorenzo Veracini "Introducing Settler Colonial Studies" 1 (2011) 1-12

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

Aug 30: Steven Salaita *Inter/Nationalism: Decolonizing Native America and Palestine*, pp. ix-xix; 71-102

Sept 1: Kyle Whyte "Settler Colonialism, Ecology, and Environmental Justice" *Environment and Society* 9 (2018), pp. 125-144.

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

Indians and Settlers in the US

Settler Anxiety, Masculinity and Nostalgia

Sept 6: Philip DeLoria from *Playing Indian* 1-10.

Lydia Maria Child "Willie Wharton"

Sept 8: Freneu “Indian Burial Grounds” (1787) On Canvas

William Cullen Bryant “The Prairies” (1832) On Canvas

Panel 1: Is Freneu/Bryant an advocate for Indians and their rights or engaging in romantic stereotypes?

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.

Shari M. Huhndorf from *Going Native: Indians in the American Cultural Imagination*, 1-18.

Indigeneity and Resistance

Sept 11: Barry O Connell, “Introduction” On Our Own Ground: The Complete Writings of William Apess, pp. xiii-xxxvi

William Apess “Eulogy on King Philip”

Sept 13: “Eulogy on King Philip” continued

Optional Reading:

Drew Lopianza “What to the American Indian is the Fourth of July? Moving beyond Abolitionist Rhetoric in William Apess’s *Eulogy on King Philip*” *American Literature* 82 iv (2010), 673-699

Sept 15: William Apess, “An Indian’s Looking Glass for the White Man.”

Presentation 1

Cultural Colonialism

Sept 18: David Wallace Adams *Education for extinction*, chapter 5

Zitkala-Sa “Schooldays of an Indian Girl”

Sep 20: Ruth Spack America’s “English and Colonialist Discourses” from *America’s Second Tongue*, pp. 13-44

Janet Campbell Hale “Claire” from *Reckonings: Contemporary Short Fiction by Native American Women*, pp. 87-110.

Panel 2: Is “Claire” a story of cultural colonization or resistance?

Sep 22: Sahir Doshi “The Covid-19 Response in Indian Country: A Federal Failure”
Nina Lakhani “Why Native Americans took Covid 19 Seriously”

(Sep 22 class on zoom on Sep 21 morning? Another time?)

Settler Colonialism and Hawai'i

Pornotropics and Cultural Prostitution,

Sept 25: Haunani Kay Trask from *From A Native Daughter*, pp. 1-39; 136-147

Possible screening Sept 25 or Sept 26?

Sept 27: Discussion Blue Hawaii

Panel 3: Does Blue Hawaii engage in cultural prostitution or does it recognize Hawaiian rights?

Being Hawaiian

Sept 29: Victoria Nalani Kneubuhl “Ho’oulu Lahui”

Epeli Hau’ofa “Our Sea of Islands”

The Paradoxes of Mimicry and Sovereignty

Oct 2: Noe Noe Silva from *Aloha Betrayed*, pp. 164-180.

Liliuokalani *Hawaii’s Story by Hawaii’s Queen*

Oct 4: Liliuokalani *Hawaii’s Story by Hawaii’s Queen*

Presentation 2

Oct 6: Liliuokalani *Hawaii’s Story by Hawaii’s Queen*

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

Panel 4: Is Hawaii’s Story a case of colonial mimicry or an assertion of sovereignty?

Essay #1 Due

Asians in Hawaii: Settlers?

Oct 9: Lois Ann Yamanaka *Blu’s Hanging*

Oct 11: Lois Ann Yamanaka *Blu's Hanging*

Presentation 3

Oct 13: Lois Ann Yamanaka *Blu's Hanging*

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

Panel 5: Does *Blu's Hanging* promote Asian Settler Colonialism or a belonging to
Hawaii?

Settler Colonialism and Apartheid: South Africa

Afrikaners, Apartheid, White Liberalism

Oct. 16: Gordon *South Africa*, pp. 1-10

Hendrick Verwoerd Speech 1966

Alan Paton *Cry, the Beloved Country*

Oct 18: Alan Paton *Cry, the Beloved Country*

Presentation 4

Oct 20: Alan Paton *Cry, the Beloved Country*

Rudyard Kipling "The White Man's Burden"

Panel 6: Does *Cry, the Beloved Country* confirm ideas about the civilizing mission?

The Politics of Race and Resistance

Oct 23: Peter Abrahams *Mine Boy*

Frantz Fanon "Introduction" *Black Skin, White Masks*

Oct 25: Peter Abrahams *Mine Boy*

Nelson Mandela Statement at the Rivonia Trial

Presentation 5

Oct 27: Makhosana Xaba “Running” from *Running and Other Stories*

The Question of Palestine

States of Exception

Oct 30: Edward Said “The Question of Palestine” from *The Question of Palestine*, pp. 3-55.

Susan Abulhawa *Mornings in Jenin*

Nov 1: Susan Abulhawa *Mornings in Jenin*

Presentation 6

Nov 3: Susan Abulhawa *Mornings in Jenin*

Panel 7: Is *Mornings in Jenin* a novel about Palestinian resistance or recognizing problems with both sides?

Space, Nature, and Decolonization

Nov 8: 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

Raja Shehadeh *Palestinian Walks*

Nov 10: Raja Shehadeh *Palestinian Walks*

Presentation 7

Displacement and Urban Warfare

Urban Warfare and forms of Occupation

Nov 13: Nadera Shalhoub-Kevorkian, “The Occupation of the Senses: The Prosthetic and Aesthetic of State Terror” *British Journal of Criminology* 57 (2017), 1279-1300.

Ibtisam Azem *The Book of Disappearance*

Nov 15: Ibtisam Azem *The Book of Disappearance*

Presentation 8

Nov 17: Ibtisam Azem *The Book of Disappearance*

Panel 8: How well does the genre of speculative fiction work for settler colonialism in *The Book of Disappearance*?

Nov 20: Alan Dershowitz “The Case Against the Anti-Israel Hard Left and Hard Right” from *The Case Against Israel’s Enemies*, pp. 98-142.

(Can possibly combine Nov 17 and 20 and have a zoom class)

Nov 22: Thanksgiving break

Nov 24: Thanksgiving break

Narrating Return

Nov 27: Ghassan Kanafani “Returning to Haifa”

Nov 29: Mourid Barghouti “This is Ramallah” and “Living in Time” from *I Saw Ramallah*, pp. 34-51, 90-103.

Presentation 9

Dec 1: Layla Allush “The Path of Affection” (see Dec 1 contd. Reading below)

Comparative Settler Colonialisms and the Present

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

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

Panel 9: Does the South Africa and Israel/Palestine analogy work?

Dec 4: Lorenzo Veracini “Conclusion: Transcending the Settler Colonial Present” in *The Settler Colonial Present* 95-109, 129-133.

Dec 6: Work on Papers

Dec 9: Essay # 2 Due at noon