DRAFT SYLLABUS

GEOG 5600: Empire and Colonialism
Department of Geography and Environmental Studies

Winter Term 2020 (Jan to Apr 2019)
Tuesdays 11:35am to 2:25pm, Loeb A220

Instructor: Dr. Emilie Cameron
Loeb A301E
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This course focuses on the geographic articulations of empire and colonialism. We will begin by engaging with some key theoretical approaches to empire and colonialism both within and beyond the discipline of geography, including feminist, Indigenous, antiracist, Black, Marxist, and post-structuralist approaches. Next, we will consider a range of “sites” of colonial and imperial formation, including land, territory, the body, nature, sexuality, race, and gender. In the third part of the course we will focus on forms of resistance, resurgence, and decolonization, as well as emerging scholarship that both questions the limits of past approaches to the study of empire and aims to conceptualize imperial, colonial, and decolonizing processes in new ways.

The overall purpose of this course is:
- To situate geographic approaches to empire within the discipline of geography and in relation to key source texts across the social sciences and humanities;
- To analyze various forms of knowledge and practice associated with imperial domination, as well as forms of resistance, resurgence, and decolonization;
- To grapple with contemporary imperial formations and the potential and limits of geographic scholarship for coming to terms with the imperial and colonial present;
- To support the development of your own research projects, as well as your writing, reading, critical thinking, and presentation skills.

I. Approaches to Empire

Jan 7– Introductions

Jan 14 – Power/Knowledge and Postcolonialism
Required:

Supplementary:
• Smith, N. 1994. Geography, Empire, and Social Theory, *Progress in Human Geography*, 18, 491-500

Jan 21 – Colonialism and Primitive Accumulation
Required:

Supplementary:

Jan 28: Racial Capitalism and the Slave
Required:

Supplementary:
• Pulido, L. 2017. Geographies of race and ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence, *Progress in Human Geography*

Feb 4: Feminist Materialist Approaches to Empire and Colonialism
Required:

Supplementary:
II. Sites of Imperial Formation

Feb 11 – Land, territory, resources

Required:


Supplementary:


Feb 18 – NO CLASS (Reading Week)

Feb 25 – Relations with Non-Humans

Required:


**Supplementary:**

• Davis, H. and Todd, Z. 2017. On the Importance of a Date, or, Decolonizing the Anthropocene, *ACME* 16 (4): 761-780.

**Mar 3 – Bodies, violence, life**

**Required:**


**Supplementary:**


**Mar 10 – Queering empire**

**Required:**


**Supplementary:**


III. Contemporary (Anti)imperialisms

Mar 17 – Refusal and Resurgence

Required:

Supplementary:
• Fanon, F. 2004 [1963]. The Wretched of the Earth. New York: Grove Press
• Maracle, L. 1996. I Am Woman: A Native Perspective on Sociology and Feminism. Vancouver: Press Gang
• Regan, P. 2010. Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada Vancouver: UBC Press
• Lawrence, B. and Dua, E. 2005. Decolonizing Antiracism. Social Justice, 32, 120-143
Mar 24 – Unknowing, Decolonizing

Required:


Supplementary readings:


March 31 – TBD

Evaluation

20% Participation

- Participation is a crucial component of a graduate-level class.
- Participation includes arriving in class having read all of the assigned readings carefully and critically, offering thoughtful comments and questions to the discussion, being mindful of balanced participation across the class (i.e., checking yourself if you talk too much, and finding ways to contribute if you find it difficult to speak in class), and being generous and respectful with each other.
- Participation also includes reading other materials before class (annotated bibliographies, emails, etc) and generally preparing for a fruitful discussion.

20% Reading Responses

- Students will be required to prepare short responses to the readings in advance of each class.
Late Assignments

• Due Tuesday, April 7, 2020 at 3pm.

• You are encouraged to pursue a final assignment that supports your own interests and research no later than February 25, 2020.

• Term papers should be 4000-6000 words, on a topic of your choice, to be approved by the instructor no later than 25 February, 2020.

• Due Tuesday, April 7, 2020 at 3pm.

20% Annotated Bibliography/Facilitation

• Working either alone or in pairs, you will be responsible for preparing an annotated bibliography (8-10 sources, including assigned readings) in relation to a week’s theme, and for facilitating the first hour of discussion that day. Students will facilitate the first 1-1.5 hours of class, with five minutes reserved at the end to provide an overview of the bibliography they have prepared. Facilitation should focus on the assigned readings/theme and not on the bibliography; students will be given a mark out of 10 for their facilitation and a mark out of 10 for their bibliography.

• The annotated bibliography should a) concisely summarize the assigned readings, with an emphasis on describing, evaluating, and situating the work in relation to broader themes; and b) identify and annotate additional sources that help situate the assigned readings in a broader intellectual context. For example, a bibliography prepared for the “Power/Knowledge” week might annotate a range of articles written by geographers that take up Foucault’s and Said’s work, and help us further understand the ways in which cultural geographers have engaged empire. Bibliographies should have an opening paragraph contextualizing the readings and explaining the scope of the additional readings.

• Students are encouraged to discuss their ideas for the annotated bibliography with the instructor in advance. I can provide ideas on additional sources and help refine your plans.

• You are welcome (and encouraged) to select readings from the “supplementary” list.

• Annotated bibliographies are to be posted on CULearn by 12pm on Mondays and a hard copy is also to be submitted in class.

• All students are required to review the annotated bibliographies before every class.

40% Term Paper

• Term papers should be 4000-6000 words, on a topic of your choice, to be approved by the instructor no later than 25 February, 2020.

• You are encouraged to pursue a final assignment that supports your own interests and research

• Due Tuesday, April 7, 2020 at 3pm.

Late Assignments
• Late submission to CULearn of weekly reading notes and annotated bibliographies is not permitted. These must be submitted on time in order for students to review them before class.
• Final papers will be deducted 3% per day.

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and related policies can be found on the university’s website, here: https://carleton.ca/registrar/academic-integrity/

Academic Accommodations for Students with Disabilities:
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable).

For Religious Obligations:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence:
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Plagiarism
Plagiarism is the passing off of someone else’s work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the
section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/