This course will focus 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, “the environment”, 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 9 – Introductions

Jan 16 – Power/Knowledge and Postcolonialism

Required:


Supplementary:

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

**Jan 23 – Colonialism and Primitive Accumulation**

**Required:**

**Supplementary:**

**Jan 30: 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 6: Feminist Materialist Approaches to Empire and Colonialism

Required:

Supplementary:
• Lawrence, B. and Dua, E. 2005. Decolonizing Antiracism. Social Justice, 32, 120-143
• Maracle, L. 1996. I Am Woman: A Native Perspective on Sociology and Feminism. Vancouver: Press Gang

II. Sites of Imperial Formation

Feb 13 – Land, territory, resources

Required:

Supplementary:
• Pasternak, S. 2014. How Capitalism Will Save Colonialism: The Privatization of Reserve Lands in Canada, Antipode,

Feb 20 – NO CLASS (Reading Week)

Feb 27 – 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 6 – Bodies, violence, life**

Required:

Supplementary:

Mar 13 – Queering empire

Required:

Supplementary:

III. Contemporary (Anti)imperialisms

Mar 20 – 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 27 – Unknowing, Decolonizing

Required:
• Simpson, L. 2013. Islands of Decolonial Love. Winnipeg: Arbeiter Ring (Excerpts)

Supplementary readings:
• Flaherty, M. 1995. Freedom of Expression or Freedom of Exploitation? The Northern Review, 14, 178-185

**April 3 – NO CLASS (AAG)**

**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.
- Weekly responses to the assigned readings must be submitted to CULearn by 12pm on Tuesdays. Please submit these on time; I will read them before class and use them to guide our discussion.
- Reading responses should be approximately 500 words and should provide a concise summary of the main arguments of each reading, as well as a response of some kind. This could take the form of considering connections or contradictions across the readings, evaluating the merits of a reading’s argument on its own terms (or from outside of its terms), articulating questions about the readings and their significance, or considering the implications of the readings for your own research.
- Responses are meant to ensure that all students come to class with a solid grounding in the readings, with questions and challenges to discuss, and also to cultivate critical reading and writing skills, particularly the development of nuanced, fair, and generous critique.
- Students can “skip” the reading response assignment three times per term and are not required to submit a response on the day they submit an annotated bibliography (i.e., you must submit six responses over the ten weeks in which we discuss readings).
- Responses will be evaluated out of 3: responses that meet the basic requirements of the assignment, are submitted on time, and are not too long or too short will be graded 3/3. Late responses, overly long or short responses, or responses of poor quality will have marks deducted accordingly. Most students get 3/3 on most responses.

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.
• 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.
• 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 Tuesdays 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 27 February, 2019.
• You are encouraged to pursue a final assignment that supports your own interests and research
• Due Wednesday, April 10, 2019 at 3pm.