

SOCI 5308F Course Outline

Settler Colonialism and Indigeneity: An Anti-Imperialist Feminist Approach

Fall 2023

Thursdays: 11:35-2:25

Instructor: Professor Nahla Abdo

Office Hours: By Email OR after class.

E-mail: nahlaabdo@cunet.carleton.ca

Method of delivery: Blended: (Synchronous - Zoom seminar Discussions); A-synchronous (film reviews, book review, and other independent work)

Course Objectives/Learning Outcomes

Existing literature on feminisms seems to lack sufficient attention and consideration for the settler colonial context, and a seeming stark sidelining, if not ignoring of the lives and experiences of indigenous women. This seminar focuses on studying critical feminist approaches to indigeneity and the settler colonial state from a comparative perspective (countries considered may include North America (originally, Turtle Island), Australia, Algeria South Africa and Israel (originally, Palestine). In addition, this seminar will engage in a critique of some existing feminist perspectives, including Intersectionality, and Post-Colonial Feminism. In this Seminar, we aim to build on existing anti-Orientalist-anti-colonial feminism, and work towards an anti-colonial, anti-imperialist feminist perspective. In addition to our Epistemological engagement, this Seminar will address the significance of Oral History as a method and methodology for studying genocide and settler colonialism. Along with Seminar presentations, class discussions, book review and a final paper, this Seminar will include a number of film/documentary reviews directly related to our topics.

Seminar Organization

This Seminar is organized using a Synchronous and Asynchronous tools. These include short introductions, group discussions and audio-visual material (documentaries and other video materials).

Course Evaluation

<i>Assignments</i>	<i>Value</i>	<i>Deadline</i>
Active Class Participation	20%	Throughout the Seminar
Documentary Review	10%	October 19 by 4:00 p.m.
Book Review	20%	November 9 by 4:00 p.m.

- A. Participation requirements** include, attending the seminar, participating in seminar discussions, and delivering in-person presentation. For the individual/group presentations participants are expected to make two brief presentations each, designed to introduce each week's readings (approximately, 20-25 minutes each.) These are intended to focus class discussions. Each presentation is intended to cover the main issues in each reading and no detailed summary is required. (20%).
- B. Book Review**, a list of books is provided below. Participants are expected to submit a three (3 double-spaced 12 font) page-review (through Brightspace). It is advisable, the chosen book be discussed with the professor first. You may choose the book which contributes to your final research paper. (20%).
- C. Documentary Review** will be conducted on an a-synchronous method. No zoom meetings during screening days. You watch (study) the film and write a **one-page** reflection/review of the film, (discuss main themes, ideas, concepts, what you found interesting, important, challenging...etc.,) (10%). There will be 2-documentary reviews, each worth 5%.
- D. The Research Paper** should demonstrate a mastery of course readings and familiarity with seminar discussions. Topics must be chosen in consultation with the instructor. The paper should not be longer than **8 double-spaced, 12 font-printed pages**. (50%).

All grades are subject to the approval of the Dean of Graduate Studies who also has the authority to change grades. Students are expected to be aware of Sections 14 and 15 of the General Regulations in the Graduate Calendar concerning academic offences and offences of conduct.

In accordance with the Carleton University Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

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).

*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 15, 2023**.

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.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Students must always retain a hard copy of all work that is submitted.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's Freedom of Information and Protection of Privacy Act (FIPPA) within the university.

In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.

Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>

Important Dates – Fall 2023

September 1:	Last day for receipt of applications from potential fall (November) graduates.
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September 2-3, 2023:	Residence move in weekend.
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September 4, 2023: Statutory holiday. University closed.

September 5, 2023:

- Academic orientation (undergraduate and graduate).
- Orientation for Teaching Assistants.
- Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.

September 6, 2023: Fall term begins.

September 12, 2023 ; Last day for registration and course changes (including auditing) in early fall courses.

September 13, 2023: OSAP deferral deadline.

September 19, 2023:

- Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
- Last day to withdraw from early fall courses with a full fee adjustment (financial withdrawal).
- Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023.

September 22-24, 2023: Full and late summer deferred final examinations held.

September 30, 2023: Last day to withdraw from full fall term and fall/winter courses with a full fee adjustment (financial withdrawal).

October 1, 2023: Last day for academic withdrawal from early fall courses.

- Last day to request Formal Examination Accommodation Forms for Oct/Nov final examinations to the Paul Menton Centre for Students with Disabilities.

October 6, 2023: December examination schedule available online.

October 9, 2023: Statutory holiday. University closed.

October 13, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period.

October 15, 2023:: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

October 20, 2023: Last day of early fall classes.

October 23, 2023: Deadline for course outlines to be made available to students registered in late fall courses.

October 23-27, 2023: Fall break. No classes.

October 28 -
November 5, 2023: Final examinations in early fall undergraduate courses will be held.

October 30, 2023: Late fall classes begin.

November 10, 2023L: Last day to withdraw from late fall term courses with a full fee adjustment.

November 15, 2023:

- Last day for academic withdrawal from full fall and late fall courses.
- Last day to request formal exam accommodations for full fall, late fall, and fall/winter examinations to the Paul Menton Centre for Students with Disabilities.
- Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 19-21, 2023: Early fall undergraduate deferred examinations will be held.

November 24, 2023: Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade in the full fall or fall/winter before the official examination period.

November 25, 2023: Winter Payment Deadline.

December 1, 2023:

- Last day for receipt of applications from potential winter (February) graduates.
- Last day for graduate students to submit their supervisor-approved thesis in examinable form to the department.
- Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade in the late fall before the official examination period.

December 5, 2023: Winter term registration for University of Ottawa undergraduate exchange students opens at 8:30 a.m.

December 8, 2023:

- Last day to pay any remaining fall tuition fees to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.
- Fall term ends.
- Last day of full fall and late fall term classes.
- Classes follow a Monday schedule.
- Last day for receipt of applications for undergraduate degree program transfers for winter term.
- Last day for take home examinations to be assigned.

REQUIRED TEXT:

Nahla Abdo. 2014. **Captive Revolution: Palestinian Women's Anti-Colonial Struggle...** London: Pluto Press.

Nahla Abdo. 2022 "The Palestine Exception, Racialization and Invisibilization: From Israel (Palestine) to North America (Turtle Island)", *Critical Sociology*, on line first, <https://doi.org/10.1177/08969205221131315>.

Highly Recommended Reading:

Nahla Abdo and Nur Masalha (eds.) **An Oral History of the Palestinian Nakba**. Zed books 2018.

****** Ashour, Radwa. 2019, **The WOMAN from TANTOURA** (A Novel). Hoopoe (A chapter of the American University of Cairo Press- Cairo/Egypt.

****** Carlson, Elizabeth. "Anti-Colonial Methodologies and Practices for Settler Colonial Studies." *Settler Colonial Studies* 7, no. 4 (October 2, 2017): 496–517. <https://doi.org/10.1080/2201473X.2016.1241213>.

Simpson, Audra and Andrea Smith (eds.) **Theorizing Native Studies**. Duke University Press. 2014.

****** Karmi, Ghada. 2015. *Return: A Palestinian Memoir*. Verso.

Leacock, Eleanor E. and Mona Etienne (eds.) 1980. *Women and Colonization*, New York.

****** Lentin, Ronit. 2018. *Traces of Racial Exception: Racializing Israeli Settler Colonialism*. Bloomsbury Academic.

Tuhiwai Smith, Linda. 1999, **Decolonizing Methodologies: Research and Indigenous Peoples.** Zed Books. <https://nycstandswithstandingrock.files.wordpress.com/2016/10/linda-tuhiwai-smith-decolonizing-methodologies-research-and-indigenous-peoples.pdf>

Salaita, Steven. 2016. **Inter/Nationalism: Decolonizing Native America and Palestine.**

University of Minnesota Press. Minneapolis: London.

(For reviews of the above book see: ALEX LUBIN. *Journal of Palestine Studies*, 46 (3) and 46 (2), respectively) 2017.

Coulthard, Glen. (2014). **Red Skin, White Masks: Rejecting the Colonial Politics of Recognition.** Minneapolis: University of Minnesota Press.

Alexander, Michelle. **The New Jim Crow: Mass Incarceration in the Age of Colorblindness, 2011.** https://www.vanderbilt.edu/ctp/The_New_Jim_Crow.pdf

Smith, Andrea. 2015, **Conquest: Sexual Violence and American Indian Genocide.**

Wolfe, Patrick. 2016, **Traces of History: Elementary Structures of Race,** Verso.

Wolfe, Patrick. Settler colonialism and the elimination of the native.

<https://www.tandfonline.com/doi/full/10.1080/14623520601056240?src=recsys>

Journal of Genocide Research, Vol. 8, 2006, issue 4. ARTICLE!

Kumar, Deepa. 2012, **Islam and the Politics of Empire,** Chicago U. Press.

Hill Collins, Patricia.1990, **Black Feminist thought: Knowledge, Consciousness, and the Politics of Empowerment.** Boston: Urwin Hyman.

Talpade Mohanty, Chandra. 2003, **Feminism without Borders: Decolonizing Theory, Practicing Solidarity,** Duke University Press Books.

Abdo, Nahla and Ronit Lentin. Eds. 2002, **Women and the Politics of Military Confrontation: Palestinian and Israeli Gendered Narratives of Dislocation.** London: Berghahn books.

Lazreg, Marnia. 1994, **The Eloquence of Silence; Algerian Women in Question,** Routledge: London.

Anzaldua, Gloria and Analouise Keating. (eds.) 2002, **This Bridge We Call Home: Radical**

Visions for Transformation. Routledge.

Bannerji, Himani. 1995, **Thinking Through: Essays on Feminism, Marxism and Anti-Racism.** Women's Press: Toronto.

Davis, Angela. 2016. **Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement.** Haymarket Books.

Angela Davis, 2012, **The Meaning of Freedom: And Other Difficult Dialogues.** City Lights Books.

Masalha, Nur 2012, **The Palestine Nakba: Decolonizing History, Narrating the Subaltern, Reclaiming Memory.** Zed Books.

Sudbury, Julia. ed. 2005, **Global Lockdown: Race, Gender, and the Prison-Industrial Complex.** Routledge.

R. Eisenstein, Zillah. 2004, **Against empire: feminisms, racism, and the West.** Zed Books.

Amin, Samir. 1989, **Eurocentrism.** Monthly Review Press: New York.

Pappe, Ilan. 2007, **The Ethnic Cleansing of Palestine.** Oneworld: Oxford.

Pappe, Ilan 2015, **Israel and South Africa: The Many Faces of Apartheid.** Zed Books.

(For a review of the above book, see: Nahla Abdo: "Apartheid Israel and South Africa in Comparative Perspective", *Journal of Holy Land and Palestine Studies* 16.1 (2017): 125–138 (Edinburgh University Press).

Amnesty International Report: "Israel's Apartheid Against Palestinians: A Look into Decades of Oppression and Domination", 2021,
<https://www.amnesty.org/en/latest/campaigns/2022/02/israels-system-of-apartheid/>

**** Baroud, Ramzy. These Chains Will Be Broken: Palestinian Stories of Struggle and Defiance in Israeli Prisons.** Atlanta, GA: Clarity Press, 2020.

**** Ehrenreich, Ben. 2017. The way to the Spring: Life and Death in Palestine.** Penguin Books.

**** Veracini, Lorenzo. Israel and Settler Society.** London: Pluto Press, 2006.

Leacock, Eleanore and Mona Etienne (eds.), 1980, **Women and Colonization.** New York.

Shohat, Ella and Robert Stam. 1994, **Unthinking Eurocentrism: Multiculturalism and the Media**. Routledge.

Stote, Karen. 2015. **An Act of Genocide: Colonialism and the Sterilization of Aboriginal Women**. Fernwood Publishing.

Lila Abu-Lughod. 2013, **Do Muslim Women Need Saving?** Harvard University Press.

Ahmad H. Sa'di and Lila Abu-Lughod, eds, 2007, **Nakba: Palestine, 1948, and the Claims of Memory**. Columbia University Press.

** Lorenzo Veracini, "Decolonizing Settler Colonialism: Kill the Settler in Him and Save the Man", *American Indian culture and research Journal* 41:1 (2017).

** Patrick Wolfe, 2016, **Traces of History: Elementary Structures of Race** Paperback.

** GENOCIDE THAT INCLUDES

LOOTING: <https://storymaps.arcgis.com/stories/a2ba0eb5a0ff4bfdab247e5163681177>

** Linda Tabar & Chandni Desai, Decolonization is a global project: From Palestine to the Americas, in *Decolonization: Indigeneity, Education & Society* Vol. 6, No. 1, 2017, pp. i-xix.

** David Lloyd (2012) Settler Colonialism and the State of Exception: The Example of Palestine/Israel, *Settler Colonial Studies*, 2:1, 59-80.

** Dr. Arland Jacobson: Two Settler Colonies: Israel and the United States (2020), in https://www.academia.edu/44075110/Two_Settler_Colonies_Israel_and_the_United_States

** Anne de Jong, "Zionist hegemony, the settler colonial conquest of Palestine and the problem with conflict: a critical genealogy of the notion of binary conflict" in *Settler Colonial Studies* (2017).

** Chandni Desai: Preserving Palestine: Visual archives, erased curriculum, and counter-archiving amid archival violence in the post-Oslo period/Curriculum Inquiry, 2022/ Curriculum Inquiry.

Steven Salaita. 2016. **Inter/nationalism**. University of Minnesota Press.

Nadine Christine Naber; Alsultany, Evelyn; Abdulhadi, Rabab abdel-Hadi. 2011, **Arab & Arab American feminisms: gender, violence, & belonging - Gender, culture & politics in the Middle East**. Syracuse University Press: New York.

Abeer Baker and Anat Matar. Eds. 2011. **Threat: Palestinian Political Prisoners in Israel**. Pluto Press.

Ronit Lentin. ed. 2008. **Thinking Palestine**. London: Zed Books.

Lila Abu-Lughod. 2013. **Do Muslim Women Need Saving?** Harvard University Press.

Detailed Course Outline

September 7 Introduction

Introductory notes on the make-up of the Seminar and discussion of Seminar presentations.

September 14 Theorizing Settler Colonialism and Genocide (A)

Readings:

****** Lorenzo Veracini, “Decolonizing Settler Colonialism: Kill the Settler in Him and Save the Man”, *American Indian culture and research Journal* 41:1 (2017).

Lorenzo Veracini (2011) “Introducing Settler Colonial Studies”, *Settler Colonial Studies* 1:1, 1-12, link: <https://doi.org/10.1080/2201473X.2011.10648799>.

Yara Hawari, Sharri Plonski and Elia Weizman, “Seeing Israel through Palestine: knowledge production as anti-colonial praxis”, *Settler Colonial Studies*, 2019, VOL. 9, NO. 1, 155–175 <https://doi.org/10.1080/2201473X.2018.1487129>

Nahla Abdo. “Feminism, indigenism and settler colonialism: oral histories and memories of the Nakba”, in Nahla Abdo and Nur Masalha (eds.) **An Oral History of the Palestinian Nakba**. Zed books 2018 (pp. 40-64).

Patrick Wolf, “Recuperating Binarianism: A Heretical introduction”, In *Settler Colonialism and Indigenous Alternatives in Global Context* 1, Volume 37, Issue 2 (2013).

September 21 (A-Synchronous)

Review the following documentary. Submit your review by 4:00 p.m.

Deepa Kumar. “Imperialist Feminism: A Historical Overview”,

<https://www.youtube.com/watch?v=UrWYb7u3jKo&t=2s>.

September 28 Indigenous Feminisms and Queer Studies: Different Perspectives

Readings:

Jasbir Puar and Maya Mikdashi, “Pinkwatching and Pinkwashing: Interpenetration and its Discontents”, Aug 09 2012.

http://www.jadaliyya.com/pages/index/6774/pinkwatching-and-pinkwashing_interpenetration-

Jasbir K. Puar. “Citation and Censure: The Politics of Talking About the Sexual Politics of Palestine/Israel,” in *The Imperial University: Academic Repression and Scholarly Dissent*. eds. Sunaina Maira and Piya Chatterjee, University of Minnesota Press, 2014.

Nadine Naber, Sa’ed Atshan, Nadia Awad, Maya Mikdashi Sofian Merabet, Dorgham Abusalim and Nada Elia. “On Palestinian Studies and Queer Theory”, *Journal of Palestine Studies* Vol. XLVII, No. 3 (Spring 2018).

C. Heike Schotten. “To Exist Is to Resist: Palestine and the Question of Queer Theory”. *Journal of Palestine Studies* Vol. XLVII, No. 3 (Spring 2018).

Melanie Richter-Montpetit. “Empire, Desire and Violence: A Queer Transnational Feminist Reading of the Prisoner ‘Abuse’ in Abu Ghraib and the Question of ‘Gender Equality’”. *International Feminist Journal of Politics*. Volume 9, 2007 - Issue 1.

Jason Todd Ritchie, “Queer checkpoints: Sexuality, Survival, and the Paradoxes of Sovereignty in Israel-Palestine”, <https://www.ideals.illinois.edu/items/18323>

October 5 De-Colonizing Settler-Colonialism

Readings:

Lynne Davis, Chris Hiller, Cherylanne James, Kristen Lloyd, Tessa Nasca and Sara Taylor, “Complicated pathways: settler Canadians learning to re/frame themselves and their relationships with Indigenous peoples”, in *Settler Colonial Studies*, 2017. VOL. 7, NO. 4, 398–414
<http://dx.doi.org/10.1080/2201473X.2016.1243086>

Elizabeth Carlson. “Anti-colonial methodologies and practices for settler colonial studies”, *Settler Colonial Studies*, 2017, VOL. 7, NO. 4, 496–517
<http://dx.doi.org/10.1080/2201473X.2016.1241213>

Andrea Smith. "Indigeneity, Settler Colonialism, White Supremacy", in *Global Dialogue*, Volume 12 • Number 2 • Summer/Autumn 2010. (15P).

Nahla Abdo. "Chapter 1", Feminist Theorization of Settler Colonialism", in **Captive Revolution ...**: pp. 14-41.

Arvin, Maile; Tuck, Eve; Morrill, Angie. "Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy", *Feminist Formations*; Baltimore Vol. 25, Iss. 1, (Spring 2013): 8-34.

Haifa Rashed, Damien Short and John Docker. "Genocide Studies and the Zionist/Israeli Genocide of Palestine". *Journal of Holy Land and Palestine Studies*, 2014, 13(1) 1-23

Nahla Abdo. "Anti-Colonial Resistance in Context", in **Captive Revolution ...**: 42-83.

October 12 Anti-Colonial Feminism

Readings:

Linda Tuhiwai Smith, "Decolonizing Methodologies",
<https://www.youtube.com/watch?v=rIZXQC27tv&t=2841s>

Linda Tabar and Chandni Desai, "Decolonization is a global project: From Palestine to the Americas", in *Decolonization: Indigeneity, Education & Society*, Vol. 6, No. 1, 2017, pp. i-xix

Sara Salazar Hughes, "Unbounded territoriality: territorial control, settler colonialism, and Israel/Palestine", *Settler Colonial Studies*, 2020, VOL. 10, NO. 2, 216–233
<https://doi.org/10.1080/2201473X.2020.1741763>.

Audra Simpson. "The ruse of consent and the anatomy of 'refusal': cases from indigenous North America and Australia", *Postcolonial Studies*, 2017, Vol. 20, No.1, 18-33.

October 19 Incarceration Under Settler Colonialism (A-Synchronous)

Review one of the following 2 documentaries and submit by 4:00 pm.

Michelle Alexander, "The New Jim Crow",
<https://www.youtube.com/watch?v=Gln1JwDUI64&t=3019s>
Mai Masri, "3000 Nights" (Reserved in Ares).

October 26 Fall Break – No Classes

November 2 Feminism: Between Orientalism and Imperialism

Edward Said. "Orientalism Reconsidered", *Cultural Critique*. No. 1 (Autumn, 1985), pp. 89-107.

Riley Quinn, "An Analysis of Edward Said's Orientalism",

https://www.academia.edu/25550382/An_Analysis_of_Edward_Saids_Orientalism

Emily Crosby. "Faux feminism: France's veil ban as Orientalism", *Journal of International Women's Studies*. 15.2 (July 2014): p46+.

Joanna Liddle and Shirin Rai, "Feminism, Imperialism and Orientalism: the challenge of the 'Indian woman'", in *Women's History Review*, Vol. 7, No. 4, 1998,

Nahla Abdo "Prison as a site of Resistance!", in **Captive Revolution ...**:167-207.

Katherine Natanel, "Border Collapse and Boundary Maintenance: Militarisation and the Micro-geographies of Violence in Israel-Palestine", *Gender, Place and Culture*, 10 March 2017 available at <http://hdl.handle.net/10871/26445>.

November 9 (A-Synchronous)

Book Review Completion and Submission

(Please choose one of the Required/Recommended books on the list, review and submit by 4:00 pm).

November 16: Theorizing Settler Colonialism and Genocide (B)

Readings:

Missing and Murdered Indigenous Women and Girls (MMIWG- 2019). – *One Chapters of your choice*.

Nur Masalha. "Settler-Colonialist Memoricide and Indigenous Toponymic Memory: The Appropriation of Palestinian Place Names by the Israeli State", *Journal of Holy Land and Palestine Studies*, Apr 2015, vo.14, No. 1: pp 3-57.

John Docker. "Re-conceptualizing Settler-Colonialism and Genocide with Special Reference to Palestine, Sri Lanka and Australia: Reflections on Damien Short's Redefining Genocide: Settler Colonialism, Social Death and Ecocide". *Journal of Holy Land and Palestine Studies*, Volume 16, Issue 1. 2017.

Lara Fullenwieder, "Settler biopower: accumulation and dispossession in Canada's Indian

Residential School Settlement Agreement”, *Settler Colonial Studies*, 2018, VOL. 8, NO. 4, 422–441 <https://doi.org/10.1080/2201473X.2017.1327401>.

Lorenzo Veracini, “The Other Shift: Settler Colonialism, Israel and the Occupation”, *Journal of Palestine Studies*, 42, no.2 (April 1, 2013: 26-42).

November 23

Readings:

“Intersectionality”: Debating the “Origin”

Patricia Hill Collins. “Black Feminist Thought in the Matrix of Domination”, From Patricia Hill Collins, **Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment**. Boston: Urwin Hyman, 1990: 221-238, <http://www.hartford-hwp.com/archives/45a/252.html>

Kimberly Crenshaw. “Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Colour”, *Stanford Law Review*. Vol. 43: 1241-1299. – *don’t scare: about a third of the article is footnotes*.

Shahrazad Mojab and Sara Carpenter, 2019, “Marxism, Feminism and ‘Intersectionality’”, *Wiley: Journal of Labour and Society*. – (in the library under both names).

Kathy Davis, “Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful”, in *Feminist Theory*, 2008: vol. 9(1): 67–85.

November 30

Women, Diaspora, and Indigenous Studies

Readings:

Emmanuelle Comtat, “From indigènes to immigrant workers: pied-noir perceptions of Algerians and people of Algerian origin in postcolonial France”, *Settler Colonial Studies*, 2018, VOL. 8, NO. 4, 401–421 <https://doi.org/10.1080/2201473X.2017.1279829>.

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Nadine Naber. ‘Imperial Whiteness and the Diasporas of Empire’. *American Quarterly*, Volume 66, Number 4, December 2014, pp. 1107-1115.

Nahla Abdo. 2022 “The Palestine Exception, Racialization and Invisibilization: From Israel (Palestine) to North America (Turtle Island)”, *Critical Sociology*, on line first, <https://doi.org/10.1177/08969205221131315>.

Highly Recommended Reading:

Lila Abu-Lughod. 2002. “Do Muslim Women Really Need Saving: Anthropological Reflections on Cultural Relativism and Its Others” *American Anthropologist* 104(3): 783-790.

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Carlson, Elizabeth. “Anti-Colonial Methodologies and Practices for Settler Colonial Studies.” *Settler Colonial Studies* 7, no. 4 (October 2, 2017): 496–517. <https://doi.org/10.1080/2201473X.2016.1241213>.

Francesco Amoroso, Ilan Pappé & Sophie Richter-Devroe, “Introduction: Knowledge, Power, and the ‘Settler Colonial Turn’ in Palestine Studies” 2019, in *Interventions: International Journal of Postcolonial Studies*. To cite this article: Introduction, Interventions, 21:4, 451-463. To link to this article: <https://doi.org/10.1080/1369801X.2019.1581642>

Anne de Jong, “Zionist hegemony, the settler colonial conquest of Palestine and the problem with conflict: a critical genealogy of the notion of binary conflict” in *Settler Colonial Studies* (2017).

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