

## Huron Brief Course Outlines

Fall/Winter 2023-2024

**Course Title:** Postcolonial Global Studies

**Course Number and Section**

CGS

3524F - 550

**Instructor Name(s):** Dr. Mark Franke

**Instructor Email(s):** mfranke@huron.uwo.ca

Disclaimer: Information in the brief course outline is subject to change. The syllabus posted on OWL is the official and authoritative source of information for the course.

### Course Description:

Our studies in CGS 3524F this term examine how the practices of European and European-settler colonialism constructed specific notions and taxonomies of race amongst persons and communities and put into practice the fundamental racialisation of persons and communities around the world. We will study how these practices of racialisation were deeply entwined with and crucial to the development of global capitalist economic systems and the globalised corporate and political systems that were built in conjunction with global capitalism. On these bases, we will explore ways in which colonial racial capitalism persist in postcolonial global orders. In this regard, a broad aim of this course is to recognise, study, and understand how racism in our contemporary world is not based simply in the attitudes and subjective beliefs of individuals and communities. Rather, we will examine how racism, the continued racialisation of persons in this world, and broad social, economic, and political marginalisations of persons through racist discriminations are deeply inherent to postcolonial economic and political systems shaped through colonialism. In studying how racism and racial discriminations operate systemically in postcolonial structures and networks, we will consider with one another what it takes to effectively confront the systems of racism in postcolonial orders and learn how not to reproduce these systems.

### Learning Outcomes:

A core learning objective in this course is to learn how European colonialism and European-settler colonialism involved deep projects of the racialisation of persons and communities around the world and practices of racism that were integral to colonial economics and the development of global forms of capitalism. Relatedly, a second core learning objective in this course is to recognise and understand how it is that these forms of racial colonial capitalism remain fundamental to postcolonial social, political, and economic orders, on global scales. In this regard, a broad learning objective, encompassing everything that we study in this course, is to recognise and understand how it is that racism functions in postcolonial conditions at a systemic level. And, following this aim, it is an additional objective of this course that students will gain an understanding of what is at stake in confronting racism in postcolonial contexts.

As a second set of learning objectives, this course aims to provide students with strong conditions in which they may learn to closely read, interpret, and analyse scholarly writings. As well, it is the aim of this course to help students learn how to prepare and write thoughtful, substantial, effectively written, and critically-oriented research papers.

### Textbooks and Course Materials:

Moon-Kie Jung and João H. Costa Vargas, eds., *Antiblackness* (Duke University Press,

2021).

Daniel J. Keyes and Luís L. M. Aguiar, eds., *White Space: Race, Privilege, and Cultural Economies of the Okanagan Valley* (UBC Press, 2021).

Susan Koshy, Lisa Marie Cacho, Jodi A. Byrd, and Brian Jordan Jefferson, eds., *Colonial Racial Capitalism* (Duke University Press, 2022).

Aileen Moreton–Robinson, *The White Possessive: Property, Power, and Indigenous Sovereignty* (University of Minnesota Press, 2015).

Nandita Sharma, *Home Rule: National Sovereignty and the Separation of Natives and Migrants* (Duke University Press, 2020).

### Methods of Evaluation:

Assignment	Due Date mm/dd/yy	Weight - %
Oral & Aural Contributions to the Learning Environment	ongoing	10%
Reading Study One	October 10th	8%
Reading Study Two	October 24th	8%
Reading Study Three	November 21st	8%
Reading Study Four	December 5th	8%
Reading Study Five	exam period	8%
Research Paper Proposal	November 6th	10%
Research Paper	December 7th	40%

In solidarity with the Anishinaabe, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples on whose traditional treaty and unceded territories this course is shared.