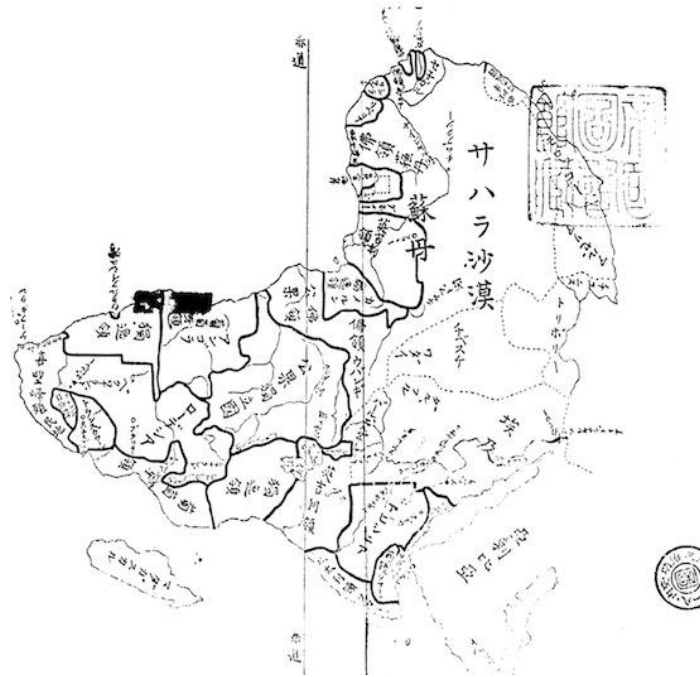


Jane Komori

Office hours: Thursdays, 12:30-1:30 PM, Zoom

[jkomori@ucsc.edu](mailto:jkomori@ucsc.edu)



The concept of settler colonialism has become increasingly central to common sense understandings of North American history, political economy, and race. As more and more academics, activist circles, NGOs, and even state officials identify relations between groups of “settlers” and “natives” as determinative dynamics in our society, we must unpack the analytical and explanatory force of the key concepts of settler colonialism. One of the central questions for our class will therefore be, how and why have these concepts become so popular, and to what ends?

By engaging a diverse set of historical and geographical examples, we will seek to understand the predominance of theories of settler colonialism and to nuance them. From the American South and West Coast to Australia, Hawai’i, Korea, and Palestine, we will consider how theories of settler colonialism inform our understanding of each of these unique contexts. We will also read non-academic texts to consider how settler colonialism as a political framework supports or hinders solidaristic, anti-colonial political work. In particular, we will ask how transnational conditions for migration, labor, and dispossession and displacement complicate binaristic notions of “settler” and “native.” By comparing the political economic conditions in distinct geographical contexts, we will deepen our local and global analysis of race. In so doing, we will strive towards a decolonial theory and politics that encompasses settler colonialism and other structural dynamics that determine the operation of race in our local and international milieu.

## Course Requirements:

### *Participation*

Readings (Hypothesis)	All readings are on the Canvas Hypothesis plug-in.  You must read and make at least three substantive comments on every assigned text.
In-Class	You must attend and participate in discussion during each synchronous session.

### *Assignments*

Reading Response (due Sunday July 10, 11:59pm)	Write two to three pages comparing two texts from the course materials. A rubric will be provided.
Final Paper (due Sunday July 24, 11:59pm)	Write six to eight pages expanding on your reading response in light of later readings. A rubric will be provided.

## Evaluation: Contract Grading

This class uses “contract grading.” We will speak about this in the first class, but the principle is simple. We establish, in advance, everything that you need to do. If you tick off every box to an acceptable standard (as outlined in rubrics, provided in advance, and in class), you will receive a B+ grade. See below:

<i>Participation</i>	<i>Assignments</i>
1. <input type="checkbox"/> Reading	3. <input type="checkbox"/> Reading Response
2. <input type="checkbox"/> In-Class	4. <input type="checkbox"/> Final Paper

The fulfillment of the four core items above will ensure a B+ grade in this course. Missing items will lead to a grade lower than B+.

5. <input type="checkbox"/> Two Extra Readings
6. <input type="checkbox"/> Group Presentation
7. <input type="checkbox"/> Extra Reading Response

If you choose, you will earn a A- for engaging two recommended readings on Hypothesis in addition to the required readings, an A for organizing an in-class group presentation, and an A+ for writing an additional reading response, assuming all work meets required standards and is submitted no later than Sunday, July 24, 11:59pm.

Each assignment will receive a complete or incomplete grade. If submitted work is not of passing quality (according to the relevant rubric), you will have a further two days to resubmit.

All writing assignments should be formatted as follows:

- Include your full name and section number on the first page
- Include an original, engaging and descriptive title, centered at the top of the first page
- Your last name and page number (ex. Komori 1) on each page.
- Double-space throughout.
- 12-point standard, readable font (title included)
- 1-inch margins on all sides
- Include a word count at the conclusion of the assignment
- Citations in standard, MLA format, including a Works Cited page at the conclusion of your paper. The Works Cited is not included in the page count.
- All files for submission should be saved as a Word Doc (.doc) for ease of commenting

Here is a useful guide for MLA formatting:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_a\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_a_general_format.html)

### **Incomplete Grades:**

Incompletes are not automatic. They may be assigned on the basis of an agreement with the instructor based on individual circumstances. If you think you will not be able to complete the requirements for the course, please contact your professor to discuss your situation as soon as possible.

If you receive an incomplete, you must make sure that it is removed from your transcript within one quarter from the time the grade was received. Failure to do so will make it permanent on your record.

## Course Policies:

### *Attendance*

You must be on time and prepared for each of our class meetings, scheduled for **Tuesday and Thursday 9-12:30**. You must discuss necessary absences with me in advance, and we must work together to ensure that you can be consistently present and engaged in the course should you be facing barriers to your attendance. Attendance and full engagement with all course material is crucial for succeeding in this course. A total of two absences will mandate a reduction of one letter grade for the course. More than three absences will put passing in jeopardy, unless there are extenuating circumstances, such as the following:

- An extended illness requiring hospitalization or visit to a physician (with documentation)
- A family emergency, e.g. serious illness (with written explanation)
- Observance of a religious holiday

### *Respect*

We are intentionally dealing with a range of intellectually difficult material in this course. In addition, you might find some of the assigned material startling or offensive. You might not like or agree with everything we read or discuss in class, and disagreement is very welcome, but you are expected to always be respectful to all members of our class.

### *Late Assignments*

Late work will not be accepted unless you have made explicit arrangements with me *before the due date*. The attendance and lateness policies are enforced as of the first day of classes for all registered students. If registered during the first week of the add/drop period, the student is responsible for any missed assignments and coursework.

### *Contact*

Students are expected to schedule to meet me for office hours, prepared with relevant notes and readings for our discussion, for any and all questions. Emails (to [jkomori@ucsc.edu](mailto:jkomori@ucsc.edu)) are reserved for emergencies and for scheduling appointments. Please do not use Canvas to email me. Please allow 48 hours for email replies. I will respond to emails during normal business hours: between 9am and 5pm from Monday to Friday.

If you have problems come up throughout the quarter that are affecting your work in class, attendance, etc., please let me know. I am more than happy to work with you to try to come up with solutions.

### *Academic Honesty*

Cheating and plagiarism will not be tolerated. All work submitted in this class must be your own. If you use the words or ideas of any other person you must cite your source accurately and consistently.

Students should familiarize themselves with the university's Academic Integrity policy here:

<https://registrar.ucsc.edu/navigator/section1/academic-integrity.html>

And the Academic Misconduct Policy for Undergraduates here:

<https://ue.ucsc.edu/academic-misconduct.html>

### **Resources:**

#### *Counseling & Psychological Services*

caps.ucsc.edu

(831) 459-2628

Central Office (Health Center, East Wing, 2nd floor)

Monday through Friday, 8 a.m. to 5 p.m

#### *Westside Writing Center*

oakes.ucsc.edu/academics/writing-center/index.html

Oakes Administration Building, Rm 111

Monday-Thursday 10-8; Friday 10-6

#### *Slug Support*

(831) 459-4446

deanofstudents@ucsc.edu

Hahn Student Services, 245

Monday-Friday 9-5

#### *Disability Resource Center (DRC)*

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

#### *UCSC Campus Advocacy, Resources & Education (CARE)*

CARE believes that all people deserve to live and engage in an environment free from violence. It is a confidential space to discuss issues of dating violence, sexual assault, and stalking.

**Course Schedule:**

The number of pages of each piece of writing assigned is in brackets at the end of the entry. You will notice that some weeks are heavier than others, and it will be important to plan ahead to keep up with the reading load for this course. All readings are uploaded by session to Canvas.

**Session 1, Tuesday June 21: The foundations of settler colonial studies**

Patrick Wolfe, “Settler colonialism and the elimination of the native” (24)

*Recommended:* Patrick Wolfe, “Land, Labor, and Difference: Elementary Structures of Race” (41)

**Session 2, Thursday June 23: Some tenets of the field**

J. Kēhaulani Kauanui and Patrick Wolfe, “Settler Colonialism Then and Now” (26)

Patrick Wolfe, “Recuperating Binarism: a heretical introduction” (24)

*Recommended:* Lorenzo Veracini, *The Settler Colonial Present*, “Settlers are Not Migrants” (17)

Candace Fujikane and Jonathan Y. Okamura, *Asian settler colonialism: from local governance to the habits of everyday life in Hawaii*, pages 1-42 (42)

**Session 3, Tuesday June 28: US land and the institutionalized study of settler colonialism****Guest lecture by Anne Fosburg**

la paperson, *A Third University is Possible*, “Introduction” and “Settler Colonialism is a Set of Technologies” (13)

*Recommended:* Eve Tuck and K. Wayne Yang, “Decolonization is Not a Metaphor” (40)

**Session 4, Thursday June 30: Other approaches to land and labor in the Americas**

Eric Williams, *Capitalism and Slavery*, “The Origin of Negro Slavery,” pages 3-30 (27)

Tiffany Lethabo King, *The Black Shoals, Offshore Formations of Black and Native Studies* “Errant Grammars: Defacing the Ceremony,” pages 36-55 (19). Remaining pages of chapter now *recommended*.

*Recommended:* Iyko Day, “Being or Nothingness: Indigeneity, Antiblackness, and Settler Colonial Critique” (20)

**Session 5, Tuesday July 5: Aliens and afterlives**

Iyko Day, *Alien Capital: Asian Racialization and the Logic of Settler Colonial Capital*, “Introduction,” pages 1-40 (40)

*Watch:* *Manzanar, Diverted* (2021, 84 minutes) via [UCSC library](#)

*Recommended:* Jodi Byrd, *The Transit of Empire: Indigenous Critiques of Colonialism*, “Killing States,” pages 185-220 (35)

### **Session 6, Thursday July 7: Case study I: Japanese colonialism**

Eiichiro Azuma, *In Search of Our Frontier*, “Introduction,” pages 1-26 (26)

Jun Uchida, “Brokers of Empire: Japanese and Korean Business Elites in Colonial Korea,” pages 153-170 (18)

*Watch: Pachinko* (2022), Episode 1 (55 minutes)

*Recommended:* Sidney Xu Lu, *The Making of Japanese Settler Colonialism: Malthusianism and Trans-Pacific Migration, 1868-1961*, pages 39-68 (30)

### **Reading Response due Sunday July 10 at 11:59pm.**

### **Session 7, Tuesday July 12: Case study II: Indigenous labor in the Pacific Northwest**

Mary Jane Logan McCallum, “Sweeping the Nation: Indigenous Women and Domestic Labour in Mid-Twentieth-Century Canada,” from *Indigenous Women, Work, and History: 1940-1980* (45)

*Recommended:*

*Working Class History*, “[The IWW in Canada](#)” (61 minutes)

Rolf Knight, *Indians at Work*, Preface and “A Part of the Picture” (26)

Paige Raibmon, “The Practice of Everyday Colonialism: Indigenous Women at Work in the Hop Fields and Tourist Industry of Puget Sound” (34)

### **Session 8, Thursday July 14: Case study III: Liberation struggles in Palestine**

#### **Guest lecture by Jack Davies**

Maxime Rodinson, *Israel: A Colonial-Settler State?*, Introduction and Chapter 1, pages 27-57 (30).

*Remainder of chapter (pages 58-81) now recommended rather than required.*

*Recommended:* Eman Ghanayem, Jennifer Mogannam, and Rana Sharif, “Locating Palestinians at the Intersections: Indigeneity, Critical Refugee Studies, and Decolonization” (9)

### **Session 9, Tuesday July 19: Case study IV: The neglect of Africa**

Robin D. G. Kelley, “The Rest of Us: Rethinking Settler and Native” (8)

*Recommended:*

Mahmood Mamdani, “Settler Colonialism: Then and Now” (19)

Walter Rodney, *How Europe Underdeveloped Africa*, selections of “Colonialism as a System for Underdeveloping Africa” (36)

*Watch: Mandabi* (1968, 91 minutes) \*free trial on Criterion Collection

**Session 10, Thursday July 21: Contesting the binary and conclusion****In-class presentations**

Harsha Walia, *Border and Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism*  
Introduction and Chapters 1. *Chapters 2 and 3 now recommended, rather than required.*

*Recommended:*

*Listen: The Dig Podcast, “[Gunpower Death Drive with Patrick Blanchfield](#).” (145 minutes—try just the first hour, and listen on if you’re enjoying it)*

John Smith, *Imperialism in the 21st Century*, pages 9-38 (29)

**Final paper due Sunday July 24 at 11:59pm.**