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| Course Code & Title | LISS343H The Colonial Question through Theory and Method | | | | |
| Convenor(s) | Dr Humeira Iqtidar | | | | |
| Institution | King's College London | Department | | LISS DTP | |
| Academic Year | 2021-22 | Term | | Summer | |
| Number of sessions | 2 | Research Platform | • Social Theory & Epistemology (STE) | Length of Session(s) | 3 Hours |
| Day, Date | | Start : End | | Room Location | |
| Thursday 5 May / Friday 6 May, 2022 | | 9:00 : 12:00/9:00-12:00 | | Via Zoom | |
| Enrolment Links: | Click here to enrol. You may be prompted to log in to Skills Forge Details on when courses open for booking can be found here: https://liss-dtp.ac.uk/our-training-programme/ | | | | |

Course Description:

This course presents an expansive introduction to a range of foundational approaches to ‘the colonial question’ in theory and practice. The sessions will guide doctoral scholars through the landscape of thought from anticolonial critique, through postcolonial theory, to the more recent developments around decolonial thought. Beyond this, we will work towards a practical and applicable understanding of post- and de-colonial methods which will be useful for scholars working with a range of critical theories and empirical approaches in their research.

Session One

Anticolonial and Postcolonial Critique

This session provides an introduction to prominent (Fanon, Césaire) anticolonial scholars whose intellectual projects were bound up with political projects which actively imagined alternatives to colonial subjection. We will also engage with what might be called conservative anti-colonialism to work through the differences in underlying assumptions and imaginations.

The second half of the session will focus on postcolonial theory from materialist beginnings to the textual turn. This session will begin by familiarising doctoral scholars with the emergence of subaltern studies in South Asia, through an engagement with the work of its founding Marxist scholars. Following this, we will cover the foundational contribution of the Palestinian-American intellectual Edward Said, whose definitive works on culture and literature deepened the concepts of Orientalism and imperialism. It then ends by way of an engagement with Spivak and Bhabha’s textual work which deepened the poststructural strand of postcolonial critique.

Extracts from:

Fanon, F. (1994). A dying colonialism. Grove/Atlantic, Inc.



Césaire, A. (2000). *Discourse on colonialism*. NYU Press.

Guha, R., & Spivak, G. C. (Eds.). (1988). *Selected subaltern studies*. Oxford University Press.

Dipesh Chakrabarty. (2000) *Provincializing Europe*. Princeton University Press.

Spivak, G. C. (1988). Can the subaltern speak?. *Can the subaltern speak? Reflections on the history of an idea*, 21-78.

Said, E. (1979). *Orientalism*. 1978. New York: Vintage.

Session Two

Moving Beyond Critique: Decolonial Thought

In this session we familiarise ourselves with the emerging decolonial movements in both the intellectual and activist domains. We consider the influence of Anzaldúa's work on Mignolo and other decolonial scholars before reflecting on how Sylvia Wynter's engagements with Fanon, through the decolonial project, bring us full-circle back to the anticolonial moment. The session will involve reflections on our own academic practices and the possibilities of decolonizing

Anzaldúa, G. (1987). *Borderlands: la frontera* (Vol. 3). San Francisco: Aunt Lute.

Cusicanqui, S. R. (2012). Ch'ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization. *South Atlantic Quarterly*, 111(1), 95-109.

Wynter, S. (2003). Unsettling the coloniality of being/power/truth/freedom: Towards the human, after man, its overrepresentation--An argument. *CR: The new centennial review*, 3(3), 257-337.

Smith, L. T. (2013). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd..

Additional Reading List:

Bhabra, G. K. (2014). *Connected sociologies*. Bloomsbury Publishing.

Blaney, D. L., & Inayatullah, N. (2010). *Savage Economics: Wealth, poverty and the temporal walls of capitalism*. Routledge.

Césaire S (2012) *The Great Camouflage: Writings of Dissent (1941-45)*. D. Maximin (ed). Middletown, Conn.: Wesleyan University Press.

Coulthard, G. S. (2014). *Red skin, white masks: Rejecting the colonial politics of recognition*. University of Minnesota Press.

Davis, A. Y. (2011). *Women, race, & class*. Vintage.

Fanon, F. (1963). *The wretched of the earth*. New York: Grove Press.

Fanon, F. (1967). *Black skin, white masks [1952]*. New York.



Iqtidar, H. (2021). "Conservative Anti-colonialism: Marx, Maududi and the Question of Social Equality" *Journal of Royal Asiatic Society*.

Iqtidar, H. (2020). "Is Tolerance Liberal?" *Political Theory*.

Lorde, A. (2012). *Sister outsider: Essays and speeches*. Crossing Press.

Said, E. (1978). *Orientalism*. New York: Pantheon.

Sajed, A. (2013). *Postcolonial encounters in International Relations: The politics of transgression in the Maghreb*. Routledge.

Shilliam, R. (2015). *The black Pacific: Anti-colonial struggles and oceanic connections*. Bloomsbury Publishing.

Simpson, L. (2011). *Dancing on our turtle's back: Stories of Nishnaabeg re-creation, resurgence and a new emergence*. Arbeiter Ring Pub..

Smith, L. T. (2013). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd.

Spivak, G. C. (1988). Can the subaltern speak?. *Can the subaltern speak? Reflections on the history of an idea*, 21-78.

Wekker, G. (2016). *White innocence: Paradoxes of colonialism and race*. Duke University Press.

Wynter, S. (2003). Unsettling the coloniality of being/power/truth/freedom: Towards the human, after man, its overrepresentation--An argument. *CR: The new centennial review*, 3(3), 257-337.

Eligibility:

Should be open to all PhD students social science methodologies but do indicate which research areas would benefit most

Pre-course preparation:

Student will gain much more from the discussion if they read all or parts of the reading material suggested for each session prior to the meeting.

Students will be asked to write short reflections for session 2.

Number of students:

20