

**Spring 2021**  
**MLS 702 - A01 (48556)**  
**The Arts and Humanities**  
**Humanities for the People of Color, by the People of Color**  
**Introduction to Coloniality & Decolonial Research Methods**

**Th 6:00PM-8:40PM**

**Online - Synchronous**

**Join Zoom Meeting**

**<https://us02web.zoom.us/j/85400469897?pwd=MEhYUStmQXU0L3plb2dMM1ZCWIZ3Zz09>**

**Meeting ID: 854 0046 9897**

**Passcode: 870569**

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MLS 702 Arts and Humanities: A survey of intersections among major themes in history, literature, philosophy, and the fine and performing arts. This course is an introduction to decolonial, black feminist, and queer of color methodologies necessary to analyze textual and visual evidence historically and critically. We will read various texts across disciplines, including but not limited to: Literature, Literary Criticism, Cultural Studies, Philosophy, Film, Art, Performance & Digital Humanities.

The bibliography for this course will feature authors who identify as one or more of the following: womyn/LGBTQ+ of African descent, Afro-Latinx, Indigenous, U.S. Hispanic/Chican@, non-white, of African descent and from Latin America, Mexico, Central America, or the Caribbean. The course itself - the way it is taught, designed, and the assessments, apply decolonial and black feminist pedagogy in the classroom space, in assignments, in the delivery of the content. For example, the seminar will include discussions on how graduate school and current systems (media, politics, urban planning, modes of communication, social norms, families, relationships with self and others) recreate "coloniality." Components of the course will include developing a collective manual to thrive in graduate school, in post-graduate careers, and other environments.

By the end of the course, students will be able to

- Define coloniality
- List examples and characteristics of decolonial research
- Identify the components of a scholar's research as decolonial or reproducing coloniality
- Describe examples of decolonial intersectional scholarship in the humanities
- Analyze data (textual and visual evidence) with a decolonial framework
- Analyze historically and critically with a decolonial framework
- Create a plan for a decolonial project, political action, or research paper.

Decolonizing is a part of mainstream culture, and there are various ways to apply this to your research. See this *Vogue* article for some ideas and examples: <https://www.vogue.co.uk/arts-and-lifestyle/article/sex-colonialism>



#### **Course Grade Breakdown.**

Participation: 50%

10% In class contributions

20% What is Says What it Does Assignments

20% Discussion Lead

Annotated Bibliography: 20%

Mini-Manual: 10%

Final Project or Collective Manual: 20%

## Course Requirements:

### 1. What it Says What it Does Assignments.20%

Read weekly assigned readings

- 2 students will each present one reading each week - no powerpoint, just discussion questions or key quotes to discuss as a class. Discussion Lead 20%
- Students who do not present will turn a “What it says & what it does” assignment on one of the two readings assigned. Turn in your choice of
  - a. “What it says & what it does” Worksheet (text only): fill out the worksheet and turn in on Blackboard.
  - b. “What it says & what it does” Visual: One info graphic or visual on the content of the article, plus one info graphic or visual on how the content is presented in the article (may use text and visual or just visual). Create two documents and turn in on Blackboard.
  - c. “What it says & what it does” video: A video blog on the content of the article, and on how the content is presented in the article (may use moving image and sound, or just moving image, or just text, visual, sound). Create a video and turn in a document with a hyperlink to the youtube video on Blackboard.

### 2. Class Contributions. 10%

Aside from weekly participation in the seminar, starting Week 7 of the semester, students will each check in for 5 minutes and reflect on their progress on the annotated bibliography, mini-manual, and final project. In your presentation, mention:

- something you read for the course,
- something you did to move forward in one or all of the assignments,
- something you plan on working on during class,
- something you plan on reading outside of class.

Classmates will offer feedback and suggestions.

### 3. Annotated Bibliography.

- List of citations, one sentence summary and useful arguments of all required course readings plus 2-3 optional readings (you may refer to recommended readings or your own supplemental readings).
- The optional readings are selected by the student and may expand or put pressure on the readings required in the course. They may be references for the final project as well.
- Include a short reflection (one paragraph) on the process of writing the assignment: How did you get started on this assignment, and what steps did you have to take to get to the final draft? Did you know how to write an annotated bibliography? Did you browse for models of annotated bibliographies? What do you have to include in an annotated bibliography in Arts and Humanities, versus other fields? What is the accepted format for Annotated Bibliographies in Arts and Humanities?

**Week 5: One paragraph on how to write an Annotated Bibliography.**

**Week 10: Annotated Bibliography Draft 1.**

**Week 12: Annotated Bibliography Draft 2 - revise using comments from Draft 1.**

**Week 15: Annotated Bibliography Draft 3.**

4. Individual Mini-Manual. In the format of your choosing, make a list of tips, advice, anecdotes about what you have learned from this course (decolonial practices) that will help you in graduate courses, in your future career, even in life. The contribution may be visual (canva, drawing, graphs, etc), handwritten, typed, performed (video, poetic rendering, recorded facebook or zoom live performance). Consult with the professor if you have a contribution format that is not listed here.

Your contribution must include: self-care tools

References to [“Welcome to Wonderland: Advice for Beginning Graduate Students of Color”](#)

<https://clpc.mla.hcommons.org/welcome-to-wonderland/>

References to *The Black Academic's Guide to Winning Tenure Without Losing Your Soul* (\$25 on amazon), or [How to Get the Graduate Mentoring That You Want](#), or *Degrees of Difference: Reflections of Women of Color on Graduate School* (available as e-book at the Lehman Library)

**Week 3: List of helpful suggestions, ideas and quotes from “Welcome to Wonderland”**

**Week 6: List of helpful suggestions, ideas and quotes from** *The Black Academic's Guide to Winning Tenure Without Losing Your Soul*, or [How to Get the Graduate Mentoring That You Want](#), or *Degrees of Difference: Reflections of Women of Color on Graduate School*.

**Week 8: One paragraph on** (decolonial practices) that will help you in graduate courses, in your future career, even in life. One paragraph on brainstorming a medium for the manual: visual (canva, drawing, graphs, etc), handwritten, typed, performed (video, poetic rendering, recorded facebook or zoom live performance).

**Week 13: Mini-Manual Draft 1. Turn into a classmate.**

**Week 14: Reflection. On Blackboard, turn in a reflection on your classmate's manual.**

**Week 16: Mini-Manual Due.**



## 5. Final Exam or Final Project.

**Final Exam - Collective Manual: Thriving with Decolonial Strategies in Graduate School.** In a group of 3 or more classmates, create a digital brochure, blog, or website (to be determined by the group of students, consult with the professor if you have a contribution format that is not listed here). Curate from your individual manuals to compile a collective manual. The collective contribution may include visuals (canva, drawing, graphs, etc), handwritten, typed, performed (video, poetic rendering, recorded facebook or zoom live performance).

The collective manual must include:

- Self-care tools
- References to **three or more of the following**:
  - [“Welcome to Wonderland: Advice for Beginning Graduate Students of Color”](https://clpc.mla.hcommons.org/welcome-to-wonderland/)
  - *The Black Academic's Guide to Winning Tenure Without Losing Your Soul* (\$25 on amazon)
  - [How to Get the Graduate Mentoring That You Want](#)
  - *Degrees of Difference: Reflections of Women of Color on Graduate School* (available as e-book at the Lehman Library)
  - [Slaves of Academe](#)
  - [“The Graduate Students of Color Association Constitution”](#)
  - [“Data on Humanities Doctorate Recipients and Faculty by Race and Ethnicity”](#)
  - [“Your First Year on the Tenure Track”](#)
  - Articles from the [MLA Professions](#) online journal

## Final Project.

Instead of the final exam, you may choose an option for a final project. You will work on final projects in and out of class over the course of the semester. Note: Create your own timeline and weekly deadlines for your final project.

**Option 1. Standard Research Paper.** Make a case for the need for anti-racist decolonial (feminist) studies in Arts and Humanities.

Explain. In your paper:

- Define "coloniality" or "colonialidad." In your definition, present one or more components of coloniality in U.S. Latinx history.
- Analyze two examples of feminist research in English: one that is decolonial and one that reproduces coloniality
- List examples and characteristics of decolonial anti-racist feminist research.
- Describe and paraphrase examples of decolonial intersectional scholarship in U.S. Latinx Studies.
- Analyze one poem, essay, film, song, work of art, or digital work with a decolonial anti-racist feminist framework.
- Propose a brief overview of a future project, political action, or research paper that would be decolonial anti-racist feminist.

**Option 2. Standard Research Paper.** Develop a research paper with anti-racist decolonial (feminist) studies in Arts and Humanities.

Explain.

- Define "coloniality" or "colonialidad." In your definition, present one or more components of coloniality in U.S. Latinx history.
- List examples and characteristics of decolonial anti-racist feminist research.
- Analyze in depth: one or more poem, essay, film, song, work of art, or digital work.
- In your analysis, make references to studies on this work, explain whether the studies are decolonial or reproduce coloniality, and present how your contribution is in conversation with other scholars.
- Show, don't tell: how your research paper is decolonial anti-racist feminist contribution to the subfield you decided to research.

**Option 3: Book Review.** Write a book review. Write an in-depth analysis of one of the books we read in class or one of the supplemental readings. Only 1-2 references for this option. (You may need to research how to write a book review, do not include those references in your bibliography).

**Option 4: Action Plan or Research Proposal.** Read 5 references and collect data (anecdotal, statistical, bibliographical) to justify the need for a political action and/or interdisciplinary research related to this course. The action plan must connect to issues explored in the course.

- Include a 2-3pp **rationale** with references and quotes.
- In the rationale, include **data** you have collected to justify the need for the political action and/or interdisciplinary research project.
- In the rationale, include at least 5 **references** that cites references from the course and at least two references that were not assigned in the course.
- Include a one-page **timeline** with tentative dates to complete the action project in the future or during the end of the semester.
- Include a one page **bulleted list of detailed actions or research tasks** that would be required to fulfill the action project or research project in the future.
- You do not have to complete the project during the course of the semester, or reflect on the actions or research, since you will not actually complete the action project. This is a proposal.
- You must have at least 5 references AND data to justify the need for the political action/project.
- See models, templates, guidelines, and rubrics on Blackboard
- Consult your instructor to meet the requirements for this option.

## Schedule of Assignments

**Week 3: List of helpful suggestions, ideas and quotes from “[Welcome to Wonderland](#)”**

**Week 5: One paragraph on how to write an Annotated Bibliography.**

**Week 6: List of helpful suggestions, ideas and quotes from *The Black Academic’s Guide to Winning Tenure Without Losing Your Soul*, or [How to Get the Graduate Mentoring That You Want](#), or *Degrees of Difference: Reflections of Women of Color on Graduate School*.**

**Week 8: One paragraph on** (decolonial practices) that will help you in graduate courses, in your future career, even in life. One paragraph on brainstorming a medium for the manual: visual (canva, drawing, graphs, etc), handwritten, typed, performed (video, poetic rendering, recorded facebook or zoom live performance).

**Week 10: Annotated Bibliography Draft 1.**

**Week 12: Annotated Bibliography Draft 2 - revise using comments from Draft 1.**

**Week 13: Manual Draft 1. Turn into a classmate.**

**Week 14: Reflection. On Blackboard, turn in a reflection on your classmate’s manual.**

**Week 15: Turn in Annotated Bibliography Draft 3.**

**Week 16: Turn in Manual & Final Project. Academic Conference.**

## Schedule of Readings

TBD.

Available on the [course shared folder](#).

## Course Readings

### Required - Coloniality and Decolonial Theory

- Anzaldúa, Gloria. "Speaking In Tongues: A Letter To 3rd World Women Writers\*" *Words In Our Pockets: the Feminist Writers' Guild Handbook*. Bootlegger: San Francisco, 1980.
- Condé, Maryse and Dawn Fulton. "How to Become a So-Called Caribbean Woman Writer: A User's Manual." *The Massachusetts Review*, Vol. 51, No. 4, Winter 2010, pp. 673-677.
- Gilman, Sander L. 1985. "Black Bodies, White Bodies: Toward an Iconography of Female Sexuality in Late Nineteenth-Century Art, Medicine and Literature." *Critical Inquiry*, 12(1): 204-242.
- Hale, Charles R. "Activist Research v. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology." *Cultural Anthropology*, Vol. 21, Issue 1, 2006, pp. 96-120.
- Hartman, Saidiya V. "The Time of Slavery." *The South Atlantic Quarterly*, Volume 101, Number 4, Fall 2002, pp. 757-777.
- Lowe, Lisa. "History Hesitant." *Social Text* 125 Vol. 33, No. 4, December 2015, pp. 85-107.
- Mabee, Carleton. "Sojourner Truth, Bold Prophet: Why Did She Never Learn to Read?" *New York History*, Jan 1988, pp. 55-57.
- Dussel, Enrique, Javier Krauel, Virginia C. Tuma. "Europe, Modernity, and Eurocentrism." *Nepantla: Views from the South*. Volume 1, Issue 3 (2000). pp. 465-478
- Quijano, Anibal. Coloniality of Power, Eurocentrism, and Latin America. *Nepantla: Views from the South*. Volume 1, Issue 3 (2000). pp. 479-502.
- Weheliye, Alexander G. "'I Am I Be': The Subject of Sonic Afro-Modernity." *boundary 2*, Volume 30, Number 2, Summer 2003, pp. 97-114.
- Wynter, Sylvia. "Unsettling the Coloniality of Being/Power/Truth/Freedom Towards the Human, After Man, Its Overrepresentation—An Argument." *CR: The New Centennial Review*, Volume 3, Number 3, Fall 2003, pp. 257-337

### Graduate School and the Humanities

- Fierke, Carol. "How to Get the Mentoring You Want: A Guide for Graduate Students" *Rackham Graduate School of the University of Michigan*. The Regents of the University of Michigan, 2015.
- Wu, Cynthia. "Your First Year on the Tenure Track." *Race and Ethnicity: The site of the Committee on the Literatures of People of Color in the United States and Canada*. 05/05/2015. <https://clpc.mla.hcommons.org/2015/05/05/your-first-year-on-the-tenure-track/>
- "Affirmative Activism." ADE Ad Hoc Committee on the Status of African American Faculty Members in English. *ADE Bulletin*, 141-142, 2007, pp. 70-74.
- "Data on Humanities Doctorate Recipients and Faculty Members by Race and Ethnicity." *MLA Office of Research Web*. April 2010. 1-14. Modern Language Association Career Resources Website: <https://www.mla.org/Resources/Career/Career-Resources/Data-on-Humanities-Doctorate-Recipients-and-Faculty-Members-by-Race-and-Ethnicity>
- "Welcome to Wonderland: Advice for Beginning Graduate Students of Color" (<https://clpc.mla.hcommons.org/welcome-to-wonderland/>)
- [Slaves of Academe](#)
- "[The Graduate Students of Color Association Constitution](#)"
- The [MLA Professions](#) online journal

### Books on Graduate School and the Humanities

- Kimberly D. McKee and Denise A. Delgado, eds. *Degrees of Difference: Reflections of Women of Color on Graduate School*. U Illinois Press, 2020.
- Rockquemore, Kerry Ann and Tracey Laszloffy. *The Black Academic's Guide to Winning Tenure--Without Losing Your Soul*. Lynne Rienner Publishers, 2008.

### Recommended Readings

#### Books

- <https://www.decolonisingcontraception.com/>

Bellamy, Maria Rice. *Bridges to Memory: Postmemory in Contemporary Ethnic American Women's Fiction*. University of Virginia Press, 2016. Kindle Edition.

Deborah Miranda, 'Extermination of the Joyas: Gendercide in Spanish California', *GLQ: A Journal of Lesbian and Gay Studies* 16,1-2 (2010): 253-284.

Fanon, Franz. 2008 [1952]. *Black Skin, White Masks*. New York: Grove Press.

Hoad, Neville. 2007. *African Intimacies: Race, Homosexuality, and Globalization*. Minneapolis: University of Minnesota Press.

Moreno Vega, Marta, Marinievas Alba, Yvette Modestín. *Women Warriors of the Afro-Latina Diaspora*. Houston: Arte Público Press, 2012. Kindle Edition.

McKittrick *Demonic Grounds: Black Women And The Cartographies Of Struggle*. U Minnesota Press, 2006. E-book available on CUNY and NYPL websites.

Oyèronké Oyewúmi. *The Invention of Women: Making an African Sense of Western Gender Discourses*. U Minn Press, 1997.

Scott Lauria Morgensen (2012) *Theorising Gender, Sexuality and Settler Colonialism: An Introduction*, *Settler Colonial Studies*, 2:2, 2-22.

Saunders, Tanya L. *Cuban Underground Hip Hop: Black Thoughts, Black Revolution, Black Modernity*. U Texas Press, 2015.

Sigal, Pete. 2000. *From Moon Goddesses to Virgins: The Colonization of Yucatecan Maya Sexual Desire*. Austin: University of Texas Press.

Thomas, Greg. 2007. *The Sexual Demon of Colonial Power: Pan-African Embodiment and Erotic Schemes of Empire*. Bloomington: Indiana University Press.

#### **Articles & Book chapters**

Curiel, Ochy, Manuela Borzone & Alexander Ponomareff. "Rethinking Radical Anti-Racist Feminist Politics in a Global Neoliberal Context." *Meridians*, Volume 14, Issue 2, 2016, pp. 46–55.

Vergara, Aurora and Katherine Arboleda Hurtado. "Afrodiasporic Feminist Conspiracy: Motivations and Paths forward from the First International Seminar." *Meridians*, Volume 14, Issue 2, 2016, pp. 118-129.

Espinoza, Yuderkis. "Etnocentrismo y colonialidad en los feminismos latinoamericanos: complicidades y consolidación de las hegemonías feministas en el espacio transnacional." *Revista venezolana de estudios de la mujer*. Vol. 14 Número 33, Julio/Diciembre 2009. 37-54.

Qwo-Li Driskill, Chris Finley, Brian Joseph Gilley, Scott Lauria Morgensen, 'Introduction', *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature* (Tucson, AR: University of Arizona Press, 2011).

#### **Recommended Supplemental Readings:**

brown, adrienne maree. *Emergent Strategies: Shaping Change, Changing Worlds*. AK Press, 2017. Kindle edition.

#### **Add your own supplemental readings here:**