Course Description
¡Bienvenidxs! Welcome to CCS 188. In this course, we will gain a broad understanding of colonialisms, and a deep understanding of contemporary settler colonialism – especially its effects on gender and sexuality. Colonialism and decolonization are concepts central to Chicanx studies, and our path together will begin in the US-México borderlands. Our course materials will also guide us to locations beyond the borderlands, so that we may examine settler colonialism’s complexity. As we engage a wide range of queer indigenous artists, filmmakers, musicians, performers, poets, and scholars, we will interpret multiple (sometimes contradictory) meanings of decolonization. Throughout the quarter, we will take on the important and difficult task of interrogating our own differential positions within the settler colonial United States, then co-create knowledge about how to enact decolonization from these positions. This course is interdisciplinary, which means that we will interact with ideas from multiple academic disciplines; it will interest students who are versed in queer and/or indigenous studies topics, as well as accommodate students who are new to these ideas. Students need not identify as indigenous or queer to enroll – anyone committed to approaching course materials with respect is welcome.
Objectives
After completing this course, students will be able to:
✓ Understand colonialism as an enduring global structure rather than an event of the past
✓ Articulate relationships between colonization, sexuality, gender, and migration
✓ Apply queer Chicanx formulations of decoloniality to other colonial contexts
✓ Analyze films, visual artworks, music, and texts through a decolonial lens
✓ Co-create knowledge that further develops existing decolonial frameworks within Chicanx studies

Student Evaluation
30% Participation:
  15%: Attendance & contributions to collective knowledge
  15%: Weekly reading notes — undergraduate student groups will create collaborative notes, graduate students will submit individual 2-page reading responses

20% Take-Home Midterm: Definitions of key concepts, and synthesis of key concepts in response to an essay prompt. Due in Week Five.

25% Decolonial Creative Project: Each student will propose an independent or collaborative project that enacts decolonization. The project could be a mini-garden of native plants, a ‘zine, an audio recording, a collage or painting, short video, brief performance, social media account, etc. A two-page artist statement will accompany your creation. We will complete this project in phases, and I will guide you each step of the way. Whether you are a neurobiology, computer science, or fine arts major, every student holds a wealth of creative knowledge that we will learn how to access together.
  5%: 1-page project proposal, due in Week Seven
  5%: 2-page artist statement, due in Week Ten
  10%: Creative masterpiece, due in Week Ten
  5%: Presentation of work in Week Ten

25% Final Paper: Undergraduate students will draft an essay of 10-12 pages in which you apply the tools we have acquired in our readings and discussions to analyze one or more of the films, poems, songs, or visual artworks we have studied during the quarter. Graduate students will draft an essay of 15-20 pages on pre-approved topics that support their broader graduate research. Papers will be submitted via Turn-It-In on Tuesday, March 19th before 11:59pm.

More details to come for each assignment!
*extra credit opportunities will be announced during the term. Students will have the opportunity to complete one extra credit assignment for up to one percentage point added to their final grade.
Required Texts:  
All texts will be available electronically on our course website.

Role of the Instructor: I am committed to supporting your success in this course. My role is to share my knowledge in lectures, and help you access your own knowledge by facilitating dialogue amongst students. I will also grade your assignments, exams, attendance, and participation. I am here to engage your ideas and encourage the development of your critical reading, writing, presentation, and analytical skills.

Office Hours: I am excited for the opportunity to get to know you and your aspirations. Please visit me in office hours! This is where you can ask questions about the course and your academic career. Here we can discuss graduate school, scholarships, research opportunities, anything. If you’re feeling challenged in our class or other courses, don’t be shy! That’s what office hours are for. You can sign up for an office hours appointment via email, or come through unannounced. If your employment or other courses conflict with my regularly scheduled office hours, please email me to coordinate another meeting time. Note that I am on campus Mondays and Wednesdays.

Attendance & Absences: It’s important that you attend lectures regularly and on time. If you absolutely need to be absent, send me an email in advance. It’s your responsibility to get in touch with your study group to find out what you missed. It is also your responsibility to communicate with me via email about your absence and provide any necessary documentation. I strongly suggest visiting me in office hours after missing lecture, so that we can connect about material and announcements. Each student is allowed one (1) unexcused absence. Every unexcused absence thereafter will deduct a full percentage point from your final grade.

Role of the Students:  
• Read and engage with assigned texts before each lecture.  
• Come to lecture prepared and on time.  
• Bring texts and notes to class for your reference.  
• Contribute to class dialogue by sharing critical analyses, experiential knowledge, connections to current events, and thoughtful questions about course readings and concepts.  
• Many of the conversations we will have will challenge the ideas we hold about ourselves and our place in the world. Practice respect and patience towards each other. We are creating knowledge collectively. This course will cover various topics and issues that may bring up strong feelings. Together we will work to maintain a non-violent shared space by avoiding comments that are racist, sexist, misogynist, ableist, classist, homophobic, transphobic, xenophobic (anti-migrant), islamophobic, or are discriminatory or disrespectful in any other way.

Approved Technology: Using cell phones or any other item that may distract you and your fellow classmates is prohibited. Laptops are allowed for note-taking only.
General Assignment Guidelines: All written assignments should be in Chicago format, stapled, double-spaced, Times New Roman 12-point font, with 1-inch margins, page numbers, and your last name on each page. Page limits do not include images or your bibliography. Essays that are not properly formatted or do not properly cite sources will be penalized.

Fair Use & Academic Dishonesty: Though I strongly believe that ideas are communal and we will work to embody this belief in CCS 188, students are expected to produce their own original work for this course. Plagiarism and academic dishonesty are not tolerated by UCLA. Any student who fails to cite their sources, plagiarizes, steals, copies, or purchases a paper will fail the course. According to UCLA policy, the Dean of Students will review the student for further reprimand and potential expulsion. Refer to the UCLA Student Conduct Code for specific guidelines. If you have questions about plagiarism or do not know if you are plagiarizing, please see me during office hours.

Late Assignments & Grade Disputes: Assignments are due at the beginning of class. Lateness will result in a reduction on your assignment score by 5% a day. You have one week to dispute a grade. You may submit to me (1) the original graded assignment and (2) a paragraph (no more than a page) describing the reasons for which you are requesting a change of grade on an assignment (academic arguments).

Accessibility Accommodations: I intend to co-create an environment in which every student feels they are able to access and understand course materials. If you are registered with the UCLA Center for Accessible Education (CAE), or are in process of applying for accommodations, please let me know as soon as possible. Together we will ensure that your rights to accessible education are being honored.

A Note on Communication: Be in touch! If you are absent, feel yourself falling behind, or are stressing, email me. Let me know what’s up. During the workweek, I will respond to your message within 48 hours. On the other hand, if you want to know where my office is located or the date of the midterm, check the course website or the syllabus before messaging me. If you’re uncertain of how to write “professional” emails, now is the time to start practicing! The way we communicate with professors, TAs, administrators, potential employers, realtors, loan agents – everyone – makes a strong impression and has significant consequences in our lives.
~ COURSE CALENDAR ~

WEEK ONE – Introducing Decolonization
Jan 7th: Acknowledgements
Introductions to each other & course material
Form working groups
Individual & collective identity workshop
Create community guidelines

Note Cards: Motivations, Questions, Offerings, Intentions
Listening Session: Angel Haze, “Reservation.” Album. 56 minutes. 2013.


Interview Screenings: L. Frank Manriquez, Tongva & Two Spirit
Embodyment: Seeing Each Other I

WEEK TWO – Decolonization in the Queer Borderlands


Embodyment: Seeing Each Other II


Performance Film Screening: Esparza, Rafa and Sebastian Hernandez. Cumbre: look as far as you can see in every direction – north and south, east and west. 31 minutes.

WEEK THREE – Decolonization is Not a Metaphor
Jan 21st: NO CLASS MEETING


**Embodiment:** Walking Each Other’s Paths I

**WEEK FOUR – Settler Colonialism / Capitalism / Orientalism**


**Guest Facilitator:** Niki Franco


AlQaws. “Queer/Anti-Colonial Struggle from the US to Palestine.” February 2014. 1 hour 24 minutes.

**Documentary Screening:** Spade, Dean. *Pinkwashing Exposed: Seattle Fights Back*. 2015. 56 minutes.

**Listening Session:** AlQaws. “Ghanni A’an Taa’rif” (Singing Sexuality). *8 Digital Tracks*. 2013.
WEEK 5 – Disaster Capitalism / Climate Migration
Feb 4th: MIDTERM DUE


**Performance Film Screening:** Salas Rivera, Raquel. *The Tertiary/Lo Terciario*. 2018. 19 minutes.


**Interview Screening:** Goodman, Amy and Nermeen Shaikh. “Migration Advocate Calls on Delegates at COP23 to Address Climate Change Displacement.” *Democracy Now*. Parts 1 & 2. 10 minutes. Nov 2017.

WEEK SIX – This Land / That Diaspora
Feb 11th:


**Embodiment:** Walking Each Other’s Paths II

**WEEK SEVEN – Exotic Islands / Culture for Sale**

Feb 18th: **NO CLASS MEETING**


Feb 20th: **CREATIVE PROJECT PROPOSAL DUE**


**WEEK EIGHT – Culture for Sale Cont’d / Necropolitics**


**WEEK NINE – Healing the Land / Healing Ourselves**


**Guest Facilitator:** Sarita Dougherty


**Film Screening:** Islas, Alejandra. *Muxes: Auténticas, Intrépidas, y Buscadores de Peligro.* 2005. 102 minutes.


**Artist Talk:** Cortez, Beatriz & Rafa Esparza. Craft & Folk Art Museum. 330pm.
**WEEK TEN – Decolonial Futures**


**March 13th:** CREATIVE PROJECT DUE

Exhibition & end-of-quarter celebration

**FINAL PAPERS DUE** Tuesday, March 19th before 11:59pm
~UCLA RESOURCES~

Academic Advancement Program (AAP) – 1232 Campbell Hall
http://www.aap.ucla.edu/about-aap/overview/
Services offered include peer learning (tutoring), academic programs, a computer lab, and academic, personal, and career counseling

Bruin Resource Center (BRC) – Student Activities Center (SAC) Basement, B44
http://www.brc.ucla.edu
Provides services for student parents, transfer students, student veterans, AB540 students, undocumented students, students who were foster youth, student wellness and development, and intergroup dialogue

Campus Library Instructional Computing Commons (CLICC) – Multiple Locations
http://www.library.ucla.edu/clicc
CLICC provides laptop lending services, study rooms, collaborative learning spaces, computer stations, printing options, and other valuable resources; see website for additional details

Chicano Studies Research Center (CSRC) Library – 144 Haines Hall
http://www.chicano.ucla.edu/library
The CSRC houses a non-circulating library (items cannot be checked out but you may use them in the library) with extensive material (books and archives) about Chicanxs and Latinxs that may be useful to you

Counseling and Psychological Services (CAPS) – John Wooden Center West, 221 Westwood Plaza
http://www.counseling.ucla.edu/
CAPS provides various mental health resources to ensure your well-being

IDEAS at UCLA - Office 105 Student Activity Center
https://www.facebook.com/ideasatucla/
IDEAS at UCLA is the official voice of undocumented students on the UCLA campus.

Social Sciences Computing, Individual Labs – Public Affairs 2035B, 2035H, 2400A and Bunche A258 and 2159, and Haines A37
https://computing.sscnet.ucla.edu/labs/
The locations listed above have individual labs where you can access computers and print out materials
Additional services provided by Social Sciences Computing are listed on their website

Undergraduate Writing Center (UWC) – A61 Humanities, Rieber Hall 115 and Powell 228
http://wp.ucla.edu/wc/
The Undergraduate Writing Center is a free service for all UCLA students. They provide one-on-one appointments at three locations. They work with you on course papers, capstone projects,
senior thesis papers or application materials (resumes, CVs, statements of purpose or cover letters). Appointments are highly recommended.