The course proposes wide-ranging readings on orders of (racial, class, gender, ethnic, sexual, ...) inequality/hierarchy across different domains of postcolonial political and personal life. It privileges a humanities (as opposed to a positivistic/scientistic) perspective with a view to offering new intelligibilities, via the destabilisation of everyday, commonsensical and dominant scholarly knowledge’s, of OUR experiences (in our everyday lives and in our scholarly work) related to power, truth, subjectivity, identity, freedom, ethics and so on. We will be reading texts that are aimed at disassembling dominant understandings of the present, injecting anxiety and uncertainty into dominant forms of engagement and expertise, and at opening them up to alternative modes of thinking and making the world.

The course aims at familiarising students with: the thought of key (canonical) figures in the fight against colonialism; the historiography of the subaltern school and their critics; the violence in and of primitive and contemporary capital accumulation in peripheries of the world economy; various aspects of neo-colonial global governance – from proletarianisation to surveillance, biopolitical differentiations of life and war; gradations of ontological insecurity in the contemporary world; the despotism in liberal reason and neoliberal practice; the everyday in and against development; the production of human waste in globalised capitalism & its symbolic and material effects; gendered inequalities in the contemporary world; the enduring epistemic violence of coloniality; and efforts at provincializing IR theory.

The course aims at enabling participants to acquire in-depth knowledge of central themes, concerns, concepts, epistemologies, methodologies in poststructuralist and philosophically realist approaches to coloniality, patriarchy, imperialism and decoloniality; to critically interrogate the differences, affinities, tensions, complementarities of their themes, concerns and concepts; to critically assess their validity and effects; to be able to perceive and analyse the often minute and imperceptible workings of power in all sorts of domains and practices that at first sight may seem to have little to do with relations of inequality, the governance by some of the conduct of others and states of unfreedom; to critically reflect on the commensurability of these themes, concerns and concepts with, or their applicability to, their own researches and lives.

The course should be of interest to those who think, or have a feeling, that our neoliberal world is not, or should not be, the unsurpassable horizon of thinking and acting. At the same time, it should also be of interest to those who think with Hegel and Fukuyama that humankind’s ideological development has come to an end with liberal market societies, but who understand that this does not mean an end to history. History always throws up new problems and challenges, and we cannot expect to solve them if we are stuck in the intellectual clearing that we inhabit and that encloses us. We will need to break out from these beaten paths and think new and variegated ideas to be in a position to solve the new problems of the future.

**LEARNING OUTCOMES**

By the end of the course the students will:

- be familiar with major themes, concerns, concepts, epistemologies, methodologies in diverse critical approaches aimed at unsettling states of inequality;
- have enlarged their conceptual and methodological repertoire for analysing relations of power;
- have acquired the intellectual means to detect relations of inequality in the most unsuspecting places and spaces;
- be able to critically evaluate (broadly defined) postcolonial inflections of critical engagements with power hierarchies;
✓ have learned to situate their own research in relation to the discussed themes, concerns, concepts and so on;

**Method of Assessment**
Each student will be assessed through a combination of seminar contributions, oral presentations, written work and, possibly, an exam.

The final grade is made up of the following components:
1. Seminar attendance (mandatory) and participation (20%).
2. Seminar presentation of assigned texts (20%). Students are expected to give a 20 minute presentations on one of the seminar readings. Presentation guidelines are posted on the e-learning site.
3. Within 2 weeks of the oral presentation, students have to submit a written position paper of about 2000 words on their readings (30%).
4. Final Exam and/or term paper (30%)

**Schedule of Seminars & Readings**

1. **Seminar 1: Introduction**
The first seminar will act as a brief introductory seminar where the nature of the course will be discussed, together with the goals and expectations of both the students and the course convenor. Moreover, student presentations will be assigned.

2. **Seminar 2: no class**
Preparatory Reading

3. **Thinking Against Colonialism – Frantz Fanon**
✓ Hussein Abdilahi Bulhan 1985: *Frantz Fanon and the Psychology of Oppression*, chaper 6: "Master & Slave Paradigms"

Additional Readings:


Additional Readings:

5. **Another Historiography - Subaltern Studies 1**

**Additional Readings:**

6. **Another Historiography - Subaltern Studies 2**

**Additional Readings:**

7. **Critique of Subaltern Studies:**

**Additional Readings:**

8. **The Violence Of/In Capital Accumulation – Then & Now:**
✓ Nichols, Robert, 2015: "Disaggregating primitive accumulation", *Radical Philosophy* 194

**Additional Readings:**

9. **Neocolonial Global Governance – Proletarianisation, Reserve Army of Labour & Surveillance:**

**Further Readings:**
10. Movie 1

11. Neo-Colonial Global Governance & War

Further Readings:

12. Neo-Colonial Global Governance & Biopolitical Hierarchies:

Further Readings:

13. Gradations of Ontological Security in Neoliberalism:

Additional readings:

14. The Despotism in Liberal Reason:

Additional readings:

15. The Despotism in Neoliberal Practices:


Additional readings:

16. Movie 2

17. The Literal and Figurative Production of Human Waste in Globalised Capitalism & Its Symbolic and Material Effects:

Additional readings:

18. Gendered & Sexualised Inequalities:
- Cynthia Weber, 2016: Queer International Relations: Sovereignty, Sexuality and the Will to Knowledge, Oxford, chapter 3

Additional Readings:
- Sandeep Bakshi, Suhraiya Jivraj and Silvia Posocco (eds), 2016: Decolonizing Sexualities: Transnational Perspectives, Critical Interventions

19. The Enduring Epistemic Violence of Coloniality:

Additional readings:
- Cheah, Pheng, 2006: "The Limits of Thinking in Decolonial Strategies"
20. **Provincialising IR Theory 1:**


**Further readings:**
- Darby, Philip, (ed.) 2016 From International Relations to Relations International: Postcolonial Essays, Routledge

21. **Provincialising IR Theory 2:**


**Further readings:**

22. **Wrap-up**

23. **Final Exam**