

HISTORY 520.01E Topics: Colonialism and Postcolonialism

Spring 2015
T 7.20–10.00
SS 124

Instructor: Prof. Kuracina

Office location: Ferguson Social Sciences 104

Office hours: Tuesday, 3.00 pm to 6.00 pm; Thursday 3.00 pm to 5.00 pm; *and by appointment*

Office email: William.Kuracina@tamuc.edu

COURSE INFORMATION

Course Materials:

Books: The reading list is provided in the schedule below. Some of these materials can be accessed online, while others require purchase or retrieval from a library; refer to the schedule below. Please be sure to allow enough time to acquire and digest the reading assignments.

Suggested & supplemental reading list: For specific historical background, refer to:

- Paul Carter, *The Road to Botany Bay: An Exploration of Landscape and History*, (Chicago: University of Chicago Press, 1987).
- Dipesh Chakrabarty, *Provincializing Europe*, (Princeton: Princeton University Press, 2001).
- Vinayak Chaturvedi, editor, *Mapping the Subaltern and the Post-Colonial*, (New York & London: Verso, 2000).
- Bernard Cohn, *Colonialism and Its Forms of Knowledge: The British in India*, (Princeton: Princeton University Press, 1996).
- Frantz Fanon, *Wretched of the Earth*, (New York: Grove Press, 1986).
- Ranajit Guha, *Dominance Without Hegemony: History and Power in Colonial India*, (Cambridge, MA: Harvard University Press, 1997).
- Dane Kennedy, *Islands of White: Settler Society and Culture in Kenya and Southern Rhodesia, 1890–1939*, (Durham, NC: Duke University Press, 1987).
- Lata Mani, *Contentious Traditions: The Debate on Sati in Colonial India*, (Berkeley: University of California Press, 1998).
- Timothy Mitchell, *Colonizing Egypt*, (Berkeley: University of California Press, 1991).
- Gyan Prakash, editor, *After Colonialism: Imperial Histories and Post-Colonial Displacements*, (Princeton: Princeton University Press, 1995).
- Edward Said, *Orientalism*, (New York, Random House, 1979).
- Carmel Shrire, *Digging Through Darkness: Chronicles of an Archaeologist*, (Charlottesville & London: University of Virginia Press, 1995).
- Meyda Yegonoglu, *Colonial Fantasies: Towards a Feminist Reading of Orientalism*, (Cambridge: Cambridge University Press, 1998).

Students interested in supplemental reading materials to better digest the concepts framed in this course should discuss possible titles with the instructor.

Course Description:

This course provides a focused and thorough analysis of a topic in World or Comparative history through reading and discussing the relevant historiography, and through guided student research involving primary sources. Topic will vary from semester to semester.

Note: Students may retake the course for credit as the topic changes.

The break-up of the great colonial empires of the world introduced a new awareness about the writing of history in which the particular pasts of former colonial societies become contextualized with emerging global conditions of ethnic nationalism, Diaspora and marginalization as well as cultural pluralism and diversity. This graduate course provides an introduction and overview of selected key debates that have occurred in the last four decades in colonial and postcolonial history.

Student Learning Outcomes:

By the end of the semester, students should be able to:

- Differentiate trends in historiography debates about colonialism and postcolonialism
- Assess the merits and shortcomings of the postcolonial critique

COURSE REQUIREMENTS

Instructional, Methods, Activities Assessments:

Attendance policy: Students are expected to attend every class session; attendance will be taken. Each unexcused absence beyond one (1) instance will result in a 10% reduction in the attendance grade; excessive unexcused absences (more than 3) may be cause for a failing grade in this course, at the instructor's discretion.

Students should inform the instructor if there is a legitimate reason (e.g., illness or emergency) for missing a class. Students are generally expected to contact the instructor within 48 hours of the missed class session. Non-documented excuses are not generally acceptable, but can be accepted at the instructor's discretion. If you must travel on university business (with an athletic team, for a conference presentation or for another reason), then let me know ahead of time.

Students are expected to do the reading as noted in this syllabus, are expected to be prepared to analyze the reading assignments and are expected to participate in classroom discussions. Occasional in-class writing assignments or short quizzes may be assigned and will contribute towards your participation grade; these may not be made up. Although readings and discussions will overlap significantly, the readings will also include materials that may not be covered in class; nevertheless, students are responsible for all content covered in reading assignments.

Discussion and participation: You are encouraged to bring questions with you to class and to use the group discussion to ask your questions should some point require further explanation. Students are expected to create and sustain an open intellectual classroom environment which fosters discussion – students should listen to each others' comments and questions with an open mind and to respect viewpoints other than their own. Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong."

Your participation grade will be based on the following criteria:

- A = Student is always prepared; makes frequent voluntary contributions to classroom discussion
- B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on
- C = Student is usually prepared but rarely voluntarily speaks
- D = Student is generally unprepared and does not contribute to discussion
- F = Student is unprepared and appears disinterested in contributing to discussion

Participation will be based on weekly critiques and discussions of the reading material. For each week, an assigned "discussion leader" will be responsible for summarizing the book in question and for guiding the overall discussion of

the monograph; discussion leaders should be prepared to raise analytical points for discussion and should not merely summarize the content of reading assignments. Additionally, all students are expected to complete the weekly reading assignments and to participate actively in class discussion.

This course is intended to investigate the significance of historical objectivity and to critique specific historiographical methods and approaches, an objective that will enable students to transcend mere narrative and enable them to integrate historical facts into a broader historical and analytical context.

Written assignments: There are two main objectives to this course: 1) to provide students with a fundamental understanding of broad historiographical trends; and 2) to afford students opportunities to interpret the history in response to more general historiographical questions. The following assignments are designed to facilitate these general goals.

Weekly analyses: students will write short critiques of each reading assignment. This book review will be 2–3 pages in length, double-space and 12-point font and it must conform to proper citation formatting. Additionally, it must incorporate at least two external reviewers' assessments of the monograph in question. External reviews generally can be found in JSTOR journals, online publications, in-print reviews, etc., but the source of these reviews must be a professional scholarly journal and must be properly cited in the students' book reviews; if there are any questions about what constitutes a scholarly journal, please ask.

Historiography essays: students in this class are not expected to merely learn history, but to *do* history; consequently, students will write two comprehensive historiography papers discussing assigned readings. The first assignment will be due at mid-term and the second on the last day of class. Each historiography paper will be approximately 10 pages in length (including text and notes but excluding the bibliography and title page). The paper must use footnotes according to Turabian style and must also include a properly-formatted bibliography and a title page that (at least) includes the student's name and the title of the paper. The text must be double-spaced, the pages must be numbered, all margins will be set at 1 inch and the paper should be written in Times New Roman 12pt or its equivalent. Papers may not be submitted in more than one class.

Written assignments will be graded according to the following criteria (as applicable):

- Compliance with the assignment
- The presence, strength and originality of a thesis
- The proper use of evidence to support that thesis
- The degree to which the paper is analytical and evaluative rather than narrative
- Evidence that the sources used and listed in the bibliography were read and understood
- Organization of the paper and logical progression of the argument
- Mechanics (spelling, grammar, syntax and punctuation)

Grading criteria for written work is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

General letter grades correspond to the following scale:

A = 90–100

B = 80–89

C = 70–79
D = 60–69
F = less than 59

Grading:

Student performance will be evaluated as follows:

- Discussion and participation (worth 30% of final grade)
- Weekly analyses/critiques (collectively worth 20% of final grade)
- Historiography essays (each is worth 20% of final grade)
- Attendance (worth 10% of final grade)

All of the requirements must be completed to pass this course

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

The following information is provided to assist students in preparing to use technology in this course:

Word processing: Students will need access to a word processor and a printer to access and print out reading assignments, to write research papers, to prepare for debates and written exams and to complete type-written response assignments. Students' word processors must enable them to read and insert footnotes into a Microsoft Word document.

Internet: Students will need email access to receive reading assignments and for course-related correspondence.

Turnitin: Turnitin is a web-based plagiarism detection software site that scans student papers into a database of all such papers and check submitted papers against those in the database and virtually every website on the Web to determine whether or not paper content was "lifted" or fabricated in any fraudulent way. Students must submit their papers in Microsoft Word format after creating an account tied to this course. To submit a paper to Turnitin, go to www.turnitin.com and click on "new user." Choose "student" and click "next." Enter the Class ID and Password (details on ID and password are forthcoming). Once you input your information into the system, you should see History 520 "Colonialism and Postcolonialism" listed in your classes. Click on the appropriate assignment, click on the icon under "submit" and follow the instructions to upload your paper. Please let me know if you have any problems (and do not wait until the very last minute to upload your paper). Submissions to Turnitin are due by midnight on the same date the hard-copy work is submitted to the instructor.

COMMUNICATION AND SUPPORT

Students are encouraged to contact the instructor whenever the need arises; clear lines of communication enable the instructor to better assist your learning processes and provide any necessary support. Outside the classroom, the best way to contact the instructor is by email and during posted office hours. Do not hesitate to talk to me about any concerns you may have or any problems or issues you may experience during the semester – I can only assist you if I am aware of what is going on with you.

COURSE AND UNIVERSITY POLICIES AND PROCEDURES
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Classroom Behavior:

To avoid being a distraction to either other students or the instructor, please take care of personal needs before class begins and turn off cell phones. Do not send text messages, chat on IM or post Facebook updates during class; although you think you can do these things subtly, you can not – it is a distraction.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Written Assignment Format and Late Assignment Policy:

Response papers and book reviews must be typed and double-spaced with one-inch margins. Pages must be numbered. Your name, the course number and the due date must appear at the top of the first page of the book review; no cover page is necessary, but the two longer writing assignments should include a title page and proper bibliography. Pages should be stapled. Any authors' quotations or ideas that are derived from another writer must be cited; footnote citations are preferred, but not mandatory. We will briefly discuss citations in class, but if there are any questions about how to cite or what to cite, please ask. Any papers that do not conform to these guidelines will be returned to the author for resubmission and will be penalized for being submitted late.

All writing assignments will be turned in at the beginning of class on the due date. Late papers will only be accepted with advance permission and will be penalized 5% for each day it is late.

Academic Honesty:

In all our courses, history faculty members expect that all work turned in by students for grades is their own work. It is the policy of the university, the history department and the instructor that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Plagiarism is defined as taking the words or ideas of someone else and passing them off as your own. Cheating is defined as obtaining unauthorized assistance on any assignment. Collusion is defined as selling or purchasing academic products with the intention that they be submitted to fulfill an academic or course requirement. Students are expected to uphold and support the highest possible academic standards at all times. Any student found guilty of violating academic integrity policy will fail the assignment in question, will automatically fail the course and will be subject to disciplinary action by the university (see Texas A&M University-Commerce Code of Student Conduct 5.b. [1,2,3]). Further information on the history department's plagiarism policy can be found on the department webpage. If you are unclear about what constitutes academic dishonesty, ask.

Writing Center:

Students are encouraged to take advantage of the Writing Center's resources for assistance with drafting their written assignments. Although the center will not write your paper for you, it may help you to improve your writing skills. If you use the Writing Center, plan in advance because it can only help you if there is adequate time to incorporate their suggestions into your paper. Additionally, I am willing to read rough drafts (and even multiple drafts) of your written work so long as the drafts are submitted at least one week prior to the due date.

Students with Disabilities:

Students requiring special accommodations for learning disabilities must work with the Academic Support Committee. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Gee Library, Room 132,
Phone: (903) 886-5150 or (903) 886-5835

Fax: (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu.

Non Discrimination Statement:

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Note: This syllabus is your contract with the instructor for the semester. By enrolling in this course you agree to abide by all the policies and requirements set forth below. The terms of this contract are non-negotiable, apply equally to each student, and remain in effect throughout the semester; only the instructor may alter the terms of this agreement. Please contact the instructor if there are any questions about this syllabus or the terms herein.

COURSE OUTLINE AND CALENDAR

Tentative course schedule:

The following schedule is meant to be a guide for students throughout the semester and indicates when assignments are due. Please refer to the schedule frequently. I will do my best to keep to this schedule, but I reserve the right to change it as the semester progresses and as such circumstances arise.

January 20 – Introduction and opening remarks

Section I: The Colonial Order

Prospero and Caliban

January 27 – Paul Carter, *The Road to Botany Bay*

February 3 – Frantz Fanon, *Wretched of the Earth*

Orient and Occident

February 10 – Edward Said, *Orientalism*

February 17 – Timothy Mitchell, *Colonizing Egypt*

Settlement

February 24 – Carmel Shrire, *Digging Through Darkness*

March 3 – Dane Kennedy, *Islands of White*

Gender and the Colonial Predicament

March 10 – Lata Mani, *Contentious Traditions*

—March 17 is Spring Break—

March 24 – Meyda Yegenoglu, *Colonial Fantasies*

Section II: After Colonialism

The Postcolonial intervention

- March 31 – Gyan Prakash, *After Colonialism*
April 7 – Ranajit Guha, *Dominance without Hegemony*

The Subaltern Studies Debate

- April 14 – Vinayak Chaturvedi, *Mapping the Subaltern and the Post-Colonial*

Rethinking Colonial Pasts

- April 21 – Dipesh Chakrabarti, *Provincializing Europe*
April 28 – Bernard Cohn, *Colonialism and Its Forms of Knowledge*
May 5 – Wrap up