HIS 564 Readings in Colonialism and Nationalism

Meetings: Mondays, 4:00 - 6:30 pm, LA 203
Instructor: Sanjay Joshi
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Office Hours: Tue, Thu: 11:00 am to 12 noon, and by appointment.


Course Description
This course explores theoretical/historiographical approaches to the history of colonialism and nationalism. It supports an important thematic area of the history graduate program, but welcomes graduate students from any disciplinary area. We focus primarily on the period from the nineteenth century to more contemporary times. In this reading-intensive course we will explore a variety of approaches to the study of colonialism and nationalism from older classics to more recent historiographical approaches to the subject. Surveying a variety of scholarship we aim to better understand colonialism and nationalism as interrelated phenomena, and the products and producers of economic, political, and cultural processes in the modern world.

In studying the working of colonialism we examine not only the impact it had on the worlds of the colonized but also on the society of the colonizers themselves. The study of nationalism in the metropoles as well as the colonies will demonstrate how colonialism and nationalism together shaped a new global order in the modern world. The main focus of this course will be a study of power – how it was constituted and contested, gained and lost, opposed and accommodated – within colonial and nationalist endeavors. To that extent, familiarity with or interest in current debates in cultural theory or social and cultural history, particularly as they relate to the colonial and post-colonial world, would be an advantage.

Required Readings
The following books have been ordered for the course at the NAU Bookstore:


In addition, many scholarly articles are part of the REQUIRED reading for this course, and are available using direct links embedded in the electronic version of this syllabus. They are also on the course BBLEARN page.

Course Requirements

1. **Reading and engaged participation** in seminar discussions. Your attendance and participation in our discussions in class is mandatory. As a seminar, class sessions will be devoted to contextualizing and analyzing the required readings. Complete the assigned readings before each class session, and come prepared to share your opinions, observations, and questions. In addition, you should review the discussion questions posted by your classmates in advance of the class meeting. **10 points.**

2. **Discussion Questions. Starting Week Three** by 10 am on the morning of the class, all students are expected to share via email with the rest of the class (including me), a set of discussion questions derived from their reading of the assigned reading for the week. **10 points.**

3. **Leading Discussion. Starting Week Six**, one student will be responsible for **LEADING CLASS DISCUSSION** during the rest of the course (other than Week Nine). Apart from administrative stuff, and some interventions from me, the running of that class will be in the hands of that student for the duration of the class. Of course, you have to work within the confines of the syllabus and assigned readings. Weeks for leading discussion will be
assigned on a first-come-first-served basis. I will take down your preferences starting Week One. Everyone in the course should have signed up for leading class discussion by Week Four at the latest. **10 points.**

4. **Response Papers.** You need to submit at least FOUR response papers to readings for the course after Week Three, choosing two readings from Part I and at least one week’s reading from Parts II and III of the course. I will take the best three papers into account for the grade. **10 points each, 30 points total.**

Your responses should start with your own understanding of the THESIS of the reading(s) for the week (or what ties them together). **This should be in bold typeface.** You should also provide a short summary of the work(s) you read, and compare the reading to others previously discussed in the course. I encourage you to add your own reflections on the ideas you encounter in the readings, pointing to their strengths as well as shortcoming. **The responses should be between two to four DOUBLE SPACED pages,** and submitted to me on the day of the class meeting. I will be evaluating these responses based on content (your understanding and insight into the readings) as well your prose style.

You are, of course, responsible for completing ALL the required readings for this course, regardless of whether or not you are writing a response paper for the week.

5. **Two formal review essays,** between 8 and 12 pages in length, with the usual font, spacing, and margin requirements. **20 points each, 40 points total.**

A good review essay not only provides the reader with an evaluative summary of the readings under review, but also makes its own argument about the subject. One can do so either through pointing to new areas that need research, revealing shortcomings in existing scholarship, or through a creative juxtaposition of existing theoretical/historiographical approaches. One example from my own areas of interest is a review essay by Gyan Prakash, “Subaltern Studies as Postcolonial Criticism.” *American Historical Review* 99, 5 (December 1994). URL: [http://www.jstor.org/stable/2168385](http://www.jstor.org/stable/2168385).

Your best bet, though, will be to search through professional journals in your own areas of interest to discover best practices for review essays.

a. **The first review essay will examine the introductory writings on colonialism and nationalism outlined in Part One of the course.** Your essay could (but does not have to) focus on the extent to which these readings help us understand the place of colonialism and nationalism in the history of the modern world. It is due in Week Eleven (March 25th).

b. **The second review essay will focus on Parts Two and Three of course, and could (though does not have to) focus whether it would serve our purposes better to examine colonialism and nationalism as separate or connected phenomena.** This essay is due on May 6th.

All papers will be evaluated on the basis on analytical ability, clarity of ideas, knowledge of the class readings, and lucidity of presentation. I expect all students to learn from and build on class discussion when writing their review essays. (**20% each, 40% total)**
Grading Scale: 90-100 points = A; 80-89 = B; 70-79 = C; 60-69 = D; below 60 = F

PLEASE NOTE: I do not give extensions or incompletes except in the most extreme cases. Plagiarism will not be tolerated and will result in failing the course. Please consult the NAU Student Handbook's sections on academic dishonesty if you are not certain of the meaning of this term. IT IS THE STUDENTS' RESPONSIBILITY TO FAMILIARIZE HERSELF/HIMSELF WITH THESE MATTERS AS DEFINED BY THE UNIVERSITY.

CLASS SCHEDULE (Subject to Modification)

PART I: INTRODUCTIONS

WEEK ONE January 14 Course Introduction

WEEK TWO January 21 Civil Rights Day Holiday/ Martin Luther King Jr. Day

WEEK THREE January 28 Introduction to Colonialism and Imperialism

Required Reading
Jurgen Osterhammel, Colonialism

WEEK FOUR February 4 Impact of Colonialism: A Case Study

Required Reading
Mike Davis, Late Victorian Holocausts

WEEK FIVE February 11 Colonialism as a Cultural Project

Required Reading

Also:
Watch Video of Edward Said, On Orientalism
https://www.youtube.com/watch?v=fVC8EYd_Z_g

WEEK SIX February 18 Nationalism: Imagined Community or Communities?

Required Reading
Benedict Anderson, Imagined Communities
WEEK SEVEN February 25 Nationalism: Whose Imagined Community?

**Required Reading**
Partha Chatterjee, *The Nation and Its Fragments*.

WEEK EIGHT March 4 Nationalism: Activists and their Imaginations

**Required Reading**
2. M.K. Gandhi, *Hind Swaraj or Indian Home Rule*. (1909) [https://www.gandhiheritageportal.org/mahatma-gandhi-books/indian-home-rule#page/1/mode/2up](https://www.gandhiheritageportal.org/mahatma-gandhi-books/indian-home-rule#page/1/mode/2up) (Please read the entire text, all chapters)

PART II. COLONIZERS vs. COLONIZED

WEEK NINE March 11 Imperial and Anti Imperial Connections

**Required Reading**
Marc Matera, *Black London*.

I am hopeful that we will have Dr. Matera join us this week to discuss his work!

WEEK TEN March 18 SPRING BREAK

WEEK ELEVEN March 25 Imperial Nation-States

**Required Reading**
Gary Wilder, *French Imperial Nation-State*

(First review essay due)

WEEK TWELVE April 1 Colonizing Categories

**Required Reading**
Nicholas Dirks, *Castes of Mind*
WEEK THIRTEEN April 8  Decolonizing History?

Required Reading
Dipesh Chakrabarty, Provincializing Europe

PART III. CONNECTIONS

WEEK FOURTEEN April 15  An Imperial World

Required Reading
Mrinalini Sinha, Specters of Mother India

(second review essay due)

WEEK FIFTEEN April 22  Perils of Globality

Required Reading
Arjun Appadurai, Fear of Small Numbers

WEEK SIXTEEN April 29  READING WEEK  NO CLASS

May 6 FINAL PAPER DUE in my office by 3 pm. If I am not there, please leave it in the History Office, requesting a time stamp.
ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people’s ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU’s online academic integrity workshop available in the E-Learning Center and should review the full academic integrity policy available at https://policy.nau.edu/policy/policy.aspx?num=100601.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (Academic Credit Policy 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

DISRUPTIVE BEHAVIOR

Membership in NAU’s academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not breach the peace, interfere with normal class activities, or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of “W”. For additional information, see NAU’s disruptive behavior policy at https://nau.edu/university-policy-library/disruptive-behavior.

Nondiscrimination and anti-harassment

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU’s Safe Working and Learning Environment (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or via the EAO website at https://nau.edu/equity-and-access.

TITLE IX
Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Pamela Heinonen, Director of the Equity and Access Office located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3312 (TTY: 928-523-1006), by fax at 928-523-9977, or by email at pamela.heinonen@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at http://nau.edu/equity-and-access/title-ix.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at https://nau.edu/disability-resources/student-eligibility-process or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jami.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at https://nau.edu/research/compliance/research-integrity.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.