

Northern Arizona University
Spring 2009

College of Arts and Sciences
Department of History

HIS 564 Readings in Colonialism and Nationalism

Meetings: *Wednesdays, 3:00 - 5:30 pm, LA 203*

Instructor: Sanjay Joshi

LA 206, 523-6216, Sanjay.Joshi@nau.edu and <http://jan.ucc.nau.edu/~sj6>

Office Hours: , M, W: 10.15- 11:15 am, and by appointment.

CHECK THE COURSE WEB PAGE FOR A COPY OF THIS SYLLABUS WITH CLICKABLE LINKS TO ELECTRONIC READINGS. PLEASE MAKE SURE YOU ALSO LOOK AT:

NAU Policy Statements <http://www2.nau.edu/academicadmin/plcystmt.html>
Classroom Management Statement <http://www4.nau.edu/stulife/handbookmanagement.htm>

Course Description

This course explores current theoretical/historiographical approaches to the history of colonialism and nationalism and supports an important thematic area of the history graduate program. The course is, however, open to graduate students from any disciplinary area. Following recent literature, the course emphasizes the cultural politics of colonialism as well as nationalism in the modern world. In this reading-intensive course we will explore a variety of approaches to the study of these phenomena. Surveying the work of Marxist, feminist, subalternist, and postcolonial theorists, as well as emerging alternatives to, and critics of, postcoloniality, we hope to better understand colonialism and nationalism as the products and producers of economic, political, and cultural processes in the modern world. We will pay particular attention to how politics around race, class, gender, ethnicity, and religion are constructed and reconfigured through colonialism and nationalism.

The course is roughly divided in two parts following the subject matter. 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 metropole 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:

Loomba, Ania. *Colonialism/Postcolonialism*. Routledge, 2005. ISBN 0415350646.

Said, Edward. *Culture and Imperialism*. New York: Vintage, 1994. ISBN 0679750541.

Dirks, Nicholas. *Scandal of Empire: India and the Creation of Imperial Britain*. Cambridge (Mass.): Harvard University Press, 2008. ISBN-13: 978-0674027244

Cooper, Frederick and Ann Stoler ed. *Tensions of Empire*. Berkeley: University of California Press, 1997. ISBN 0520206053.

Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Durham: Duke University Press, 1999. ISBN 0822323486.

Sinha, Mrinalini. *Specters of Mother India: The Global Restructuring of an Empire*. Durham: Duke University Press, 2006. ISBN-13: 978-0822337959

Peter van der Veer. *Imperial Encounters: Religion and Modernity in India and Britain*. Princeton: Princeton University Press, 2001. ISBN-13: 978-0691074788

Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*. Minneapolis: University of Minnesota Press, 1993. ISBN-13: 978-0816623112

In addition, selected articles are part of the required reading for this course, and will be put on reserve at the Cline Library or otherwise be made available for students.

Recommended Readings (for the Papers)

You need to read and analyze ONE of the following from *each* of the two sections of the course, and relate them to the rest of the readings for that section. Copies of these books too have been ordered at the NAU Bookstore.

Colonialism

Kipling, Rudyard. *Kim*. Viking, 1992, ISBN 0140183523. (With an introduction by Edward Said)

Toer, Pramoedya Ananta. *This Earth of Mankind*. (Buru Quartet , Vol 1), Penguin USA, 1996, ISBN 978-0140256352.

Achebe, Chinua, *Things Fall Apart*. Prentice Hall, 1994, ISBN 0385474547.

Nationalism

Toer, Pramoedya Ananta. *Footsteps*. (Buru Quartet , Vol 3) Penguin USA 1996, ISBN 0140256342.

Sharar, Abdul Halim. *Paradise of the Assassins*. Oxford University Press, USA, 2006. ISBN 978-0195977318

Rushdie, Salman. *Midnight's Children*. Vintage, 1995. ISBN 0140132708.

Course Requirements

1. Two formal papers between 8 and 10 pages in length, with the usual font, spacing, and margin requirements. Each paper will analyze one of the recommended readings and relate this analysis of the recommended reading to other readings from that section of the course. The 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 upon their oral presentations when writing their final papers. (20% each, 40% total)

2. Written reviews of SIX of the TEN required readings (weeks Two through Six, and weeks Nine, and Eleven through Fourteen) – that is, you may skip written reviews of four sets of required readings. If you do more than six, I will take the best six reviews into account for the grade. For a number of reasons, I would *seriously advise against* skipping the first four reviews!

Your reviews should contain both a short summary of the work(s) you read, as well as your own reflections on the ideas you encounter in the readings. I expect the reviews to be between two and three DOUBLE SPACED pages, and submitted to me *on the day* of the class meeting. **That you can skip writing reviews some weeks does NOT mean you can come to class without having done the week's assigned readings.** You are responsible for completing ALL the required readings for this course. (5% each, 30% total)

3. Two sets of oral presentations on your choice of the recommended readings, which should serve as a way of outlining the first draft of the ideas you will finally present in your formal papers. I expect each presentation to last about 10 to 15 minutes, followed by 10 minutes of discussion. I will evaluate these presentations on the basis of analytical ability, close reading of the texts in question, and clarity of presentation. (10% each, 20% total)

4. Seminar attendance and participation. (10%)

Grading Scale: 90-100% = 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.**

Provisional Class Schedule: Subject to modification

Week One January 14 *Class Introduction*

Week Two January 21 *Studying Colonialism*

Required Reading

1. Patrick Wolfe, "History and Imperialism: A Century of Theory, from Marx to Postcolonialism." *American Historical Review*, Vol. 102, No. 2 (Apr., 1997), pp. 388-420.

<http://www.jstor.org/stable/2170830>

2. Ania Loomba, *Colonialism/Postcolonialism*. Introduction and Chapter One, pp. xi - 103.

Week Three January 28 *Culture and Empire*

Required Reading

1. Edward Said. *Culture and Imperialism*.

2. Loomba, chapter two, pp. 104-183.

Week Four February 4 *Civilizing the Corrupt*

Required Reading

Nicholas Dirks. *Scandal of Empire*.

Week Five February 11 *Home and the Imperial World*

Required Reading

Cooper, Frederick and Ann Stoler ed. *Tensions of Empire*.

Week Six February 18 *Resisting Colonialism*

Required Reading

Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*.

Week Seven February 25 *Student Presentations*

Week Eight March 4 *Student Presentations*

Week Nine March 11 *Globalizing an Empire*

Required Reading

Mrinalini Sinha. *Specters of Mother India*

WEEK TEN MARCH 18 NO CLASS SPRING BREAK

Week Eleven March 25 *Imaginings of the Nascent Nation*

Required Readings

1. Ernest Renan, "What is a Nation?" <http://www.wisc.edu/nationalism/what/renan.htm>

2. M.K. Gandhi, *Hind Swaraj or Indian Home Rule*.

<http://www.mkgandhi.org/swarajya/coverpage.htm> (Please read the entire text, all chapters)

3. Frantz Fanon "Pitfalls of National Consciousness." Chapter Three of his *Wretched of the Earth*
<http://www.marxists.org/subject/africa/fanon/pitfalls-national.htm>

All of the above are available on the internet.

First formal paper due.

Week Twelve April 1 *Theorists of Nationalism*

Required Reading

1. Benedict Anderson, “Census, Map, Museum” pp. 243-58.

<http://jan.ucc.nau.edu/~sj6/AndersonCensusMap.pdf>

2. Anthony Smith, “The Origins of Nations” pp. 106-130.

<http://jan.ucc.nau.edu/~sj6/SmithOriginsNations.pdf>

3. Etienne Balibar, “The Nation Form: History and Ideology” pp. 132-49.

<http://jan.ucc.nau.edu/~sj6/BalibarNationForm.pdf>

4. Prasenjit Duara, “Historicizing National Identity, or Who Imagines What and When” pp. 151-

77. <http://jan.ucc.nau.edu/~sj6/DuaraHistoricizingNational.pdf>

ALL of the above from *Becoming National: A Reader*. Geoff Eley and Ronald Grigor Suny ed.
New York : Oxford University Press, 1996.

AND

5. Loomba, chapter three and conclusion, pp, 184-258.

Week Thirteen April 8 *Nation, Empire, Religion*

Required Reading

Peter van der Veer. *Imperial Encounters*.

Week Fourteen April 15 *Thinking the Colonial Nation*

Required Reading

Partha Chatterjee, . *Nationalist Thought and the Colonial World*.

Week Fifteen April 22 *Student Presentations*

Week Sixteen April 29 *Student Presentations*

Second Formal Paper Due May 8th, noon, in my mailbox..

Northern Arizona University

POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.htm>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

CLASSROOM MANAGEMENT STATEMENT

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.