

HIS 560 Readings in Colonialism and Nationalism

Meetings: Mondays, 4:00 - 6:30 pm, LA 203

Instructor: Sanjay Joshi

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Virtual Office Hours: Tue, Thu: 2:30 to 3:30 pm, and by appointment. Please send me an email to set up an appointment even during regular office hours.

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:
https://policy.nau.edu/policy/Documents/Syllabus_Policy_Statement_091118.pdf

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 metropolises 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:

Osterhammel, Jurgen. *Colonialism: A Theoretical Overview*. Translated by Shelley L. Frisch. 2nd edition. Princeton, NJ: Markus Wiener Pub, 2005. ISBN 9781558763401

Davis, Mike. *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. New York: Verso, 2002. ISBN 9781784786625

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

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised edition. New York: Verso, 2006. ISBN 9781844670864

Partha Chatterjee, *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton Studies in Culture/power/history (Princeton, 1993). ISBN 9780691019437

Matera, Marc. *Black London: The Imperial Metropolis and Decolonization in the Twentieth Century*. Berkeley: University of California Press, 2015. Available as full text Ebook via Cline.

https://libproxy.nau.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=961032&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

Wilder, Gary. *The French Imperial Nation-State: Negritude and Colonial Humanism between the Two World Wars*. Chicago: University Of Chicago Press, 2005. ISBN 9780226897684

Dirks, Nicholas. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton: Princeton University Press, 2001. ISBN 9780691088952. Available as full text via Cline.

https://libproxy.nau.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=392688&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference (New Edition)* Princeton: Princeton University Press, 2007. ISBN 9780691130019

Sinha, Mrinalini. *Specters of Mother India: The Global Restructuring of an Empire*. Durham: Duke University Press, 2006. ISBN 9780822337959

Appadurai, Arjun. *Fear of Small Numbers: An Essay on the Geography of Anger*. Durham: Duke University Press Books, 2006. ISBN 9780822338635

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 6 pm the day before 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 Five, one student will be responsible for **LEADING CLASS DISCUSSION** during the rest of the course. 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 syllabus. 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, double-spaced, using a font no larger than 12 points, with one-inch margins all around. **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> . 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 Ten (October 31st).**
- 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 December 9th.**

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 n 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 Policy sections on academic integrity](#) 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 August 29

Course Introduction

WEEK TWO September 5

No class meeting. Labor Day Holiday

WEEK THREE September 12

Introduction to Colonialism and Imperialism

Required Reading

Jurgen Osterhammel, *Colonialism*

WEEK FOUR September 19

Impact of Colonialism: A Case Study

Required Reading

Mike Davis, *Late Victorian Holocausts*

WEEK FIVE September 26

Colonialism as a Cultural Project

Required Reading

Edward Said. *Culture and Imperialism*.

Also:

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

WEEK SIX October 3

Nationalism: Imagined Community or Communities?

Required Reading

Benedict Anderson, *Imagined Communities*

WEEK SEVEN October 10

Nationalism: Whose Imagined Community?

Required Reading

Partha Chatterjee, *The Nation and Its Fragments*.

WEEK EIGHT October 17

Nationalism: Activists and their Imaginations

Required Reading

1. Ernest Renan, "What is a Nation?"

(1882) https://web.archive.org/web/20110827065548/http://www.cooper.edu/humanities/core/hss3/e_renan.html
OR <https://www.humanityinaction.org/files/569-E.Renan-WhatisaNation.pdf>

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> (Please read the entire text, all chapters)

3. Frantz Fanon "Pitfalls of National Consciousness." Chapter Three of his *Wretched of the Earth* (1961) <http://www.marxists.org/subject/africa/fanon/pitfalls-national.htm>

4. Aime Cesaire, [Discourse on Colonialism](#) (1955) Alternatively, try [this link](#)

PART II. COLONIZERS and COLONIZED

WEEK NINE October 24

Imperial and Anti Imperial Connections

Required Reading

Marc Matera, *Black London*.

WEEK TEN October 31

Imperial Nation-States

Required Reading

Gary Wilder, *French Imperial Nation-State*

(First review essay due)

WEEK ELEVEN November 7

Colonizing Categories

Required Reading

Nicholas Dirks, *Castes of Mind*

WEEK TWELVE November 14

Decolonizing History?

Required Reading

Dipesh Chakrabarty, *Provincializing Europe*

PART III. CONNECTIONS

WEEK THIRTEEN November 21

An Imperial World

Required Reading

Mrinalini Sinha, *Specters of Mother India*

(second review essay due)

WEEK FOURTEEN November 28

Perils of Globality

Required Reading

Arjun Appadurai, *Fear of Small Numbers*

WEEK FIFTEEN December 5

READING WEEK NO CLASS

Work on your paper

December 9 Second Review Paper due online and in hard copy, by 3 pm. If I am not in my office, please leave it in the History Office, requesting a time stamp.

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS

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>.

COPYRIGHT INFRINGEMENT

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

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 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 in an Instructional Setting* 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, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious

accommodations. For additional information about nondiscrimination or anti-harassment 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 visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/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), 928-523-8747 (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 jamie.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>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

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.

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