HIS 564 Readings in Colonialism and Nationalism
Meetings: Thursdays, 4:00 - 6:30 pm, LA 203
Instructor: Sanjay Joshi
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Office Hours: Tue, Thu: 10:00 - 11:00 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://nau.edu/OCLDAFORMS/UCC/SyllabusPolicyStmts2-2014/

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.

Emergency Textbook Loan Program: To help students acquire the materials they need to be successful in class NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: [http://nau.edu/LEADS-Center/Textbook-Loan-Program/](http://nau.edu/LEADS-Center/Textbook-Loan-Program/)

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.** By 7 pm the evening 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 Seven, one student will be responsible for **LEADING CLASS DISCUSSION** during the rest of the course. Other than 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 THREE response papers to readings for the course after Week Two, choosing one text from each part of the course. If you write more than three response papers, I will take the best three 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 Seven (February 26th).

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 1st.

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 ONE: INTRODUCTIONS

WEEK ONE January 15 Course Introduction

WEEK TWO January 22 An Introduction to Colonialism and Imperialism

Required Reading
Jurgen Osterhammel, Colonialism

and


WEEK THREE January 29 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 FOUR February 5 The Impact of Colonialism: A Case Study

Required Reading
Mike Davis, Late Victorian Holocausts
WEEK FIVE February 12  Nationalism: Imagined Community or Communities?

Required Reading
Benedict Anderson, *Imagined Communities*

And


WEEK SIX February 19  Nationalism: Activists and their Imaginations

Required Reading
1. Ernest Renan, “What is a Nation?” (1882) [http://www.wisc.edu/nationalism/what/renan.htm](http://www.wisc.edu/nationalism/what/renan.htm)

2. M.K. Gandhi, *Hind Swaraj or Indian Home Rule.* (1909) [http://www.mkgandhi.org/swarajya/coverpage.htm](http://www.mkgandhi.org/swarajya/coverpage.htm) (Please read the entire text, all chapters)


II. COLONIZERS vs. COLONIZED

WEEK SEVEN  February 26  No Class, unless we are running behind schedule

WEEK EIGHT  March 5  Colonizing Categories

Required Reading
Nicholas Dirks, *Castes of Mind*

(First review essay due)

WEEK NINE March 12  Imperial Nation-States

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

WEEK TEN March 19  SPRING BREAK
WEEK ELEVEN March 26  Histories and Empire

*Required Reading*
Partha Chatterjee, *Black Hole of Empire*

WEEK TWELVE April 2  Decolonizing History?

*Required Reading*
Dipesh Chakrabarty, *Provincializing Europe*

III.  CONNECTIONS

WEEK THIRTEEN April 9  An Imperial World

*Required Reading*
Mrinalini Sinha, *Specters of Mother India*

(second review essay due)

WEEK FOURTEEN April 16  Connected Resistance

*Required Reading*
Elleke Boehmer, *Empire, the National, and the Postcolonial*

WEEK FIFTEEN April 23  Perils of Globality

*Required Reading*
Arjun Appadurai, *Fear of Small Numbers*

WEEK SIXTEEN April 30  READING WEEK  NO CLASS

May 1  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.