HH3035 (Semester 2, AY2019-20)
Empire and Decolonization
Fridays, 3.30-6.30 pm
LHS-TR+44 (The Hive LHS-B1-10)

Note: This is a syllabus-in-progress and is subject to change.

Academic Year	2019-20	**Semester**	2
Course Coordinator	Tapsi Mathur		
Course Code	HH3035		
Course Title	Empire and Decolonization		
Pre-requisites	None		
No of AUs	3		

Course Aims

This course will examine the history of the dismantling of the British Empire as well as the legacies it leaves, which continue to shape the modern world. At its height in the 1920s, the British Empire covered almost a quarter of the earth's area, and yet soon after, by the 1940s and 50s, newly independent nation states were emerging from the end of Britain's empire. Just in Africa, more than fifty new states were created in the 1950s. In this course, we will map the economic, social, political, and cultural histories of this foundational shift in the twentieth century called decolonization.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) will be able to:

1. Investigate and explain the role of a range of historical processes in the political, cultural, and societal formation of newly-independent postcolonial nation states of the twentieth century.
2. Compare and contrast the major historical approaches and theories related to decolonization.
3. Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
4. Formulate novel historical arguments and explanations that effectively deploy primary and secondary source evidence.

Course Content

This course will take a comparative case-study approach to the topic of decolonization. We will examine the emergence of newly-independent states in Africa, South and Southeast Asia, Asia-Pacific, and the Middle East. We will discuss the similarities and differences in the dismantling of imperial structures in these regions, while also trying to understand the unique legacies left by colonialism upon each region.

Assessment

Group Presentation - 20%: Once during the semester you will be called on to present a summary and critique of the assigned readings to the whole class and to lead discussion during the first hour of the seminar. Depending on the size of the class, this will likely be undertaken in groups. This may include lecture-style presentation as well as any activities you deem fit for introducing the class to the material. Your group will be expected to consult the additional readings/sources and to provide the essential background and context for the discussion of the readings.
To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group project.

Participation – 20%: This component will be made up of your weekly reading responses, and any other in-class activities. Weekly reading responses should be one page only and provide your view on one or more of the readings for each week. They will be graded on a check minus/check/check plus scale: a check minus for submitting the response but below average work, a check for average work, and a check plus reserved for outstanding work.

Midterm Essay – 30%: Since we will be working on writing over the whole semester, this assignment will be a key point at which to receive feedback on your final essay project. Your essay ideas should already be well developed by the mid-semester break and as such the outline must consist of (at least): an outline of your essay with a clear historical argument or thesis; list of primary sources and how you plan to use them; literature review of secondary sources; and annotated bibliography.

Final Essay – 30%: This assessment component consists of a research essay of 2000 words. You will be required to develop your own topic in consultation with the instructor, to collect primary sources appropriate to that topic, and develop a clear historical argument.

Reading and References

Texts subject to changes.

Anderson, David. "Death at Lari: The Story of an African Massacre," in David Anderson, *Histories of the Hanged: The Dirty War in Kenya and the End of Empire,* 119-180. 2005.
Branch, Daniel. *Defeating Mau Mau, creating Kenya: Counterinsurgency, civil war, and decolonization*. Cambridge: Cambridge University Press, 2009.
Butalia, Urvashi. "Legacies of Departure: Decolonization, Nation-making, and Gender." In *Gender and Empire,* edited by Philippa Levine, 203-219. *Oxford University Press, 2004*.
Césaire, Aimé. *Discourse on Colonialism*. New York University Press, 2001, 1955.
Gandhi, MK. *Hind Swaraj.* Cambridge UP edition, 1997, 1909.
Angela Y. Davis. *Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement.* Chicago, IL: Haymarket Books, 2016.
Duara, Prasenjit. "The Decolonization of Asia and Africa in the Twentieth Century" in *Decolonization Perspectives from Now and Then*, edited by Prasenjit Duara et al., 19-36. Routledge, 2004.
Etherington, Ben. "An Answer to the Question: What is Decolonization? Frantz Fanon's *The Wretched of the Earth* And Jean-paul Sartre's *Critique of Dialectical Reason*." *Modern Intellectual*

History 13, no. 1 (2016): 151-178.

Fanon, Frantz. *The Wretched of the Earth.* New York: Grove Press, 1963.

Louis, William Roger. *Imperialism at Bay: The United States and the Decolonization of the British Empire, 1941-1945*. New York: Oxford University Press, 1978.

Lyons, Tanya. "Chapter Ten: The Telling of History in Zimbabwe," in *Guns and Guerilla Girls: Women in the Zimbabwean Liberation Struggle,* 251-279. Trenton: Africa World Press, 2004.

Mamdani, Mahmood. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton University Press, 2018. First Published 1997.

Manela, Erez. *The Wilsonian Moment: Self-determination and the International Origins of Anticolonial Nationalism*. Oxford University Press on Demand, 2007.

Mazower, Mark. *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations*. Vol. 1. Princeton University Press, 2013.

Mbembe, Achille. *On the Postcolony*. University of California Press, 2001.

Anne McClintock, "Family Feuds: Gender, Nationalism and the Family," *Feminist Review* 44 (1993): 61-80.

Prashad, Vijay. *The Darker Nations: A People's History of the Third World.* The New Press, 2008.

Wa Thiong'o, Ngugi. *Decolonising the Mind: The Politics of Language in African Literature*. East African Publishers, 1992.

Ranchod-Nilsson, Sita. "(Gender) Struggles for the Nation: Power, Agency and Representation in Zimbabwe," in Sita Ranchod-Nilsson and Mary Ann Tetreault, Eds., *Women, States and Nationalism*. Routledge, 2000. 1-17.

Ramnath, Maia. *Decolonizing Anarchism: An Antiauthoritarian History of India's Liberation Struggle.* AK Press, 2011.

Sajad, Malik. *Munnu: A Boy From Kashmir.* Fourth Estate, 2015.

Shepard, Todd. *Voices of Decolonization: A Brief History with Documents*. Macmillan Higher Education, 2014.

Shipway, Martin. *Decolonization and its Impact: A Comparative Approach to the End of the Colonial Empires.* Wiley, 2007.

Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books Ltd., 2013.

Thomas, Martin, Bob Moore, and Lawrence J. Butler. *Crises of Empire: Decolonization and Europe's Imperial States.* Bloomsbury Publishing, 2015.

Veracini, L. "Settler Colonialism and Decolonisation." *Borderlands E-Journal* 6, no. 2 (2007).

White, Aaronette M. "All the Men are Fighting for Freedom, All the Women are Mourning their Men, but Some of us Carried Guns: A Raced-Gendered Analysis of Fanon's Psychological Perspectives on War," *Signs* 32, 4, (2007): 857-884.

White, Luise. "Separating the Men from the Boys: Constructions of Gender, Sexuality, and Terrorism in Central Kenya, 1939-1959." *The International Journal of African Historical Studies* 23, 1 (1990): 1-25.

Zamindar, Vazira Fazila-Yacoobali. *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories.* Columbia University Press, 2007.

Films:
Gandhi, dir. Richard Attenborough, 1982.
The Battle of Algiers, dir. Gillo Pontecorvo, 1966.

Course Policies and Student Responsibilities

This is an advanced seminar class intended for third and fourth year history students. This module

is intended to be both an intensive reading seminar as well as a writing workshop. You are expected to complete all assigned readings before class, attend all lectures and tutorials punctually, and submit all scheduled assignments by their due dates.

Absenteeism
This course requires you to be in class to contribute to discussions and team presentations. These in-class activities make up a significant portion of your grade. Absence from class without a valid reason can affect your overall course grade. Valid reasons include either falling sick supported by a medical certificate, or participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for team presentations.

Plagiarism
Ensure that you follow appropriate citation conventions for all assignments and familiarize yourself with the University's policies on plagiarism and collaboration. The University has recently clarified and strengthened its rules regarding plagiarism. Plagiarism does not have to be intention in order for it to count as an infringement. Start work early so you are not rushing to complete things at the last minute. Breaches will be taken very seriously and – in addition to any grade penalties – a permanent citation will be made on your student file.

Late work and extensions:
Any submitted work that is late will result in the deduction of one letter grade per day. Missing leading the discussion or not scheduling a discussion will result in a zero grade for that component.
Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructor

Instructor	Office Location	Email
Tapsi Mathur	HSS-05-11	tapsi.mathur@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	Readings/ Activities
Week 1	Introduction: Theorizing Decolonization	Duara, Prasenjit and Etherington, Ben.
Week 2	Nationalist and Anticolonial Movements in Africa	White, Luise and White, A.M.
Week 3	Nationalist and Anticolonial Movements in Asia	Gandhi, MK and Ramnath.
Week 4	Decolonization Case Study I: Kenya	Anderson, D and Branch, D.
Week 5	Decolonization Case Study II: India and Kashmir	Zamindar, VJ and Sajad, Malik.
Week 6	Decolonization Case Study III: South Africa	McClintock, A.
Week 7	Decolonization Case Study IV: The Caribbean	Césaire, Aimé.
Week 8	*Decolonization Case Study V: Palestine*	*Davis, Angela.*
Week 9	*Decolonizing Methodologies*	*Fanon, F and Wa Thiong'o, Ngugi.*
Week 10	Postcolonies	Mbembe, Achille.
Week 11	The Third World Project	Prashad, Vijay.
Week 12	Imperial Legacies	Mamdani, Mahmood.
Week 13	Decolonization in the 21st Century	Veracini, L.