

HH4010 (Semester 1, AY2019-20)
Dissent, Resistance, Rebellion
Tuesdays, 9.30 am - 1.30 pm

Course Instructor: Dr. Tapsi Mathur

Course Description:

This course will examine anticolonial thought and movements in response to the British Empire in the nineteenth and twentieth centuries. Our primary focus will be on the response of colonized peoples to the expansion and consolidation of the British Empire as it spread across the globe through the means of both formal and informal rule. We will also examine the roots of anticolonial thought and action in broader struggles against imperialism, as well as instances of transnational solidarity drawing upon anticolonial movements. The case studies will cover grassroots and popular social movements from the Haitian Revolution to decolonization in Asia and Africa, particularly focusing on cases where small or disempowered groups (successfully or unsuccessfully) challenged the majority or existing power structures. What do these movements have in common? What inspires them? What strategies are used? What makes them succeed or fail? This course will also examine the role that such movements have had in shaping the course of history and effecting social, economic, and political change.

Prerequisites: HH1001 (this course is intended for 3rd and 4th year students)

Academic Units: 4 AUs

Course Goals:

By the end of the course, students will be able to:

- Develop an understanding of change and continuity in the British Empire.
- Apply critical perspectives to anticolonial resistance.
- Assess disparate accounts of a historical event and create an evidence-based interpretation.
- Construct a written argument on the basis of primary and secondary sources.

Course Website and Readings:

The NTU Learn course website is an important source of information for this subject. Useful resources such as this subject guide, links to further readings, details of assessment, and subject announcements will be available through this website. Make sure you check the website regularly for subject announcements and updates.

The primary and secondary source readings for each week will be made available online. Since we will be discussing these in class each week, please bring along copies (electronic or paper) of the readings so you can refer to them.

The *additional readings* listed on the syllabus are intended mainly for those preparing to lead the discussion in a particular week. These will not be made available online – you will need to find these yourself either by going to the libraries or by purchasing the books online. In addition to NTU’s libraries, don’t forget about checking for books at the Singapore Public Library and its branches.

Course Assessments:

20%	Class Presentation and Leading Discussion (group work)
20%	Outline and Bibliography for Final Essay
40%	Final Essay
20%	Participation

Class Presentation and Discussion (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. I will take lead in the discussion in week 1 as an example. You will sign up for one of the subsequent weeks (2-13).

Outline and Bibliography for Final Essay (20%):

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 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
- Annotated Bibliography

Due date: Friday, 13 September, 2019, 5pm.

Final Essay (40%)

Each student is required to write a 5000-word research essay. This will be a historical essay based on primary source research related to the themes of the class. The topic is up to you and should be developed in consultation with the instructor during the first few weeks of the class. Each student will be expected to meet with the instructor at least once during office hours, or by appointment, to discuss the topic they have chosen for the essay.

The final essay is the major output from this class. Producing a 5000-word essay cannot be done in the final week before it is due. It will require consistent work over the whole semester. The class is designed to allow you to do this while receiving maximum guidance from the instructor and your peers along the way.

A good essay will have the following characteristics:

- It will include an introduction that articulates a clear statement of your central claim and argument (thesis) and that expresses the significance of your claim and argument.
- It will make connections between texts and put them into conversation with one another.
- It will reveal your own original thinking about the readings we have discussed.
- It will possess a clear organizational structure that has a logical flow of ideas and that builds a persuasive argument.
- It will effectively support general claims and assertions with concrete evidence and examples.
- It will be properly and consistently cited and referenced.

Due date: Friday, 15 November, 2019, 5pm.

Participation (20%)

Participation will be noted by the instructor each week. There are two components to your participation grade.

1. *Engaged Participation:* During class time, you will be expected to be an engaged participant, both by contributing your own ideas as well as listening carefully and actively when the instructor or other classmates are speaking. Further, your comments should be based upon thoughtful preparation, and it is important to listen and respond respectfully to the comments of others. During discussion, remember that it is perfectly

acceptable to disagree with another person's analysis. However, your comments should always be addressed towards the material, not another person, and you should be able to support your argument with quotes from, or analysis supported by, the reading.

2. Writing Workshop: The last hour or so of seminar meetings will be reserved for movie screenings and practicing writing. The plan for various weeks is given below, although I reserve the right to change this should I decide we need to work more intensively on particular aspects of the essay-writing process. During the "Writing Workshop" weeks we will be workshopping a specific aspect of writing. This will usually involve actually doing some writing, often engaging with your peers or with the instructor during this time. At the end of these sessions I will typically expect you to hand in a short piece of writing or complete some other short exercise – these will form the basis for the 20% grade assigned to this component. These will be graded on a 1, 2, 3 scale: 1 just for showing up but below average work; 2 for satisfactory work; 3 reserved for outstanding work.

Course Policies and Expectations:

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 will 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.

WEEKLY SCHEDULE

Week 1 August 13

Introduction

Week 2 August 20

The Age of Revolutions: Haiti

Primary Sources:

Michel Etienne Decourtilz, "History of the Disasters in Saint-Domingue" (1791)

Henri Grégoire, "Letter to the Citizens of Color and Free Negroes of St-Domingue." (1791)

"Decree of the National Convention" (1793)

Léger-Félicité Sonthonax, "Broadside, In the Name of the Republic." (1793)

Léger-Félicité Sonthonax, "Proclamation, In the Name of the Republic." (1793)

Toussaint Louverture, "Dictatorial Proclamation." (1801)

<http://www.marxists.org/reference/archive/toussaint-louverture/1801/dictatorial.htm>

"Constitution" (1801)

All documents can be found here: <https://www.marxists.org/history/haiti/index.htm>

Secondary Sources:

Blackburn, Robin. "Haiti, Slavery, and the Age of the Democratic Revolution." *The William and Mary Quarterly*, Third Series, 63, no. 4 (2006): 643-74.

Week 3 August 27

Abolition

Primary Sources:

Selections from Olaudah Equiano, *The Interesting Narrative* (1789).

Secondary Sources:

Brown, Christopher L. . "Abolition of the Atlantic Slave Trade" in G.Heuman & T. Burnard, (eds.), *The Routledge History of Slavery*, (Routledge, 2011), 281-297.

Selections from Williams, Eric, *Capitalism and Slavery* (Chapel Hill: University of North Carolina Press, 1944). Chs . 7-8, 126-153

Johnson, Walter. "On Agency." *Journal of Social History* 37, no. 1 (2003): 113-24.

Additional Sources:

<https://slavevoyages.org/>

<http://www.brycchancarey.com/equiano/>

Hochschild, Adam. *Bury the Chains: The British Struggle to Abolish Slavery*. Pan Macmillan, 2006.

Hall, Catherine. "White Visions, Black Lives: The Free Villages of Jamaica." *History Workshop*, no. 36 (1993): 100-32.

**Week 4 September 3
Contested Modernities**

Primary Sources:

"Boxers demand death for all foreign devils" (1900)

Sarah Conger, *Letters from China* (1909), pp. 88-108

Fei Qihao (Fei Ch'i Hao) on the Boxer Rebellion (1900)

<https://sourcebooks.fordham.edu/mod/1900Fei-boxers.asp>

Tagore, Rabindranath. "The Sunset of the Century," in *Nationalism* (1917). 157-159.

Secondary Sources:

Bayly, C.A. "The Boxer Uprising and India: Globalizing Myths," in Bickers, Robert, and Tiedemann, R. Gary, ed. *The Boxers, China, and the World*. Rowman & Littlefield Publishers, 2007. 147-156.

Sarkar, Sumit. "IMPERIALISM AND NATIONALIST THOUGHT (A Case Study of Swadeshi Bengal)." *Proceedings of the Indian History Congress* 32 (1970): 111-19.

Additional Sources:

Phimister, Ian. "Foreign Devils, Finance and Informal Empire: Britain and China c. 1900-1912." *Modern Asian Studies* 40, no. 3 (2006): 737-59.

Week 5 September 10 - NO CLASS (Students' Union Day/Academic Council Meeting)

Note: Outline and Bibliography for the Final Essay is due this week, on September 13, at 5 pm.

Week 6 September 17

Crisis in Empire

Selections from Heuman, Gad J. *The Killing Time: The Morant Bay Rebellion in Jamaica*. Knoxville: University of Tennessee Press, 1994.

Selections from Wagner, Kim A. *The Great Fear of 1857: Rumours, Conspiracies and the Making of the Indian Uprising*. Peter Lang, 2010.

Mantena, Karuna. "The Crisis of Liberal Imperialism," in *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism*. Princeton University Press, 2010. 21-55.

Additional Sources:

Photography album documenting the Morant Bay Rebellion, Jamaica 1865, and more
https://www.princeton.edu/~graphicarts/2009/10/photography_album_documenting.html

Week 7 September 24

Nationalism

Primary Sources:

Li Ta-chao. "Ch'ing-ch'un" (*Spring*), trans. Yang Hsien-yi and Gladys Yang, *Chinese Literature*. May 1959. 11–18. First Published in 1916.

Lu Xun, "Diary of a Madman" (1918)

Selections from Sun Yat-sen, *The Three Principles of the People* (1924)

Secondary Sources:

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

Selections from Glosser, Susan L. *Chinese Visions of Family And State, 1915-1953*. University of California Press, 2003.

Mid-Semester Break!

Week 8 October 8

Nationalism II

Primary Sources:

Selections from MK Gandhi, *Hind Swaraj* (1938)

B.R. Ambedkar, "The Real Issue: What the Untouchables Want" & "Gandhism: The Doom of the Untouchable," from B. S. Ambedkar, *What Congress & Gandhi Have Done to the Untouchables* (1945).

Secondary Sources:

Dennis Dalton, "Gandhi as Leader," from D. Dalton, *Gandhi's Power: Nonviolence in Action* (Oxford University Press, 1998), pp. 30-62.

Week 9 October 15

Gender, Empire, Nation

Selections from Woolf, Virginia. *Three Guineas*. London: Hogarth Press, 1938.

Selections from Jayawardena, Kumari. *Feminism and Nationalism In the Third World*. London: Zed Books, 1994.

Week 10 October 22

Black Internationalism and Anticolonial Struggles

Blain, Keisha N. "Pan-Africanism and Anticolonial Politics," in *Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom*. University of Pennsylvania Press, 2018. 330-411.

Minkah Makalani. "An Incessant Struggle Against White Supremacy: Anticolonial Struggles and Black International Connections," in *In the Cause of Freedom: Radical Black Internationalism from Harlem to London, 1917-1939*. University of North Carolina, 2011. 132-164.

Week 11 October 29

Remembering Mau Mau

Selections from Wa Thiong'o, Ngũgĩ, *Matigari* (1986)

Wa Thiong'o, Ngũgĩ, and Maya Jaggi. "Matigari as Myth and History: An Interview." *Third World Quarterly* 11, no. 4 (1989): 241-51.

Week 12 November 5

Decolonization

Primary Sources:

"Main Speech by Premier Zhou Enlai, Head of the Delegation of the People's Republic of China, Distributed at the Plenary Session of the Asian-African Conference," April 19, 1955, History and Public Policy Program Digital Archive, Translation from China and the Asian-African Conference (Documents) (Peking: Foreign Languages Press, 1955), pp. 9–20.

Excerpt from Kwame Nkrumah, *I Speak of Freedom: A Statement of African Ideology* (London: William Heinemann Ltd., 1961).

Secondary Sources:

Prasenjit Duara, "The Decolonization of Asia and Africa in the Twentieth Century" in Duara, ed., *Decolonization Perspectives from Now and Then*. Routledge, 2004. 1-18.

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

Additional Sources:

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

Week 13 November 12

The End of Empire?

Fanon, Frantz. "On Violence," in *The Wretched of the Earth*. New York: Grove Press, 1963: 1-62.

Sivanandan, A. "From Resistance to Rebellion: Asian and Afro-Caribbean Struggles in Britain." *Race & Class* 23, no. 2-3 (October 1981): 111-52.

doi:10.1177/030639688102300202.

Film, *The Battle of Algiers* (1966), dir. Gillo Pontecorvo

Note: Final Essay due Friday, 15 November, 2019, 5pm.