



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

HIST 323: Colonialism and Postcolonialism

TRIMESTER 2 2012

16 July to 17 November 2012

Trimester dates

Teaching dates:	16 July to 19 October 2012
Mid-trimester break:	27 August to 9 September 2012
Last piece of assessment due:	16 October 2012
Study week:	22–26 October 2012
Examination/Assessment Period:	26 October to 17 November 2012

Note: *Students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period above.*

Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

Names and contact details

Course Coordinator:	Professor Sekhar Bandyopadhyay
Room No.:	Old Kirk (OK) 411
Email:	sekhar.bandyopadhyay@vuw.ac.nz
Office hours:	To be announced later.

Class times and locations

Can be found on the VUW website at:

<http://www.victoria.ac.nz/home/study/subjects/coursecatalogue.aspx>

It is advisable to check the above for any changes to the timetable programme.

Seminar Time:	Tues 3.10 – 5.00 pm
Seminar Venue:	Alan MacDiarmid (AM) 102

Teaching learning summary

This course will be run as a seminar course. There will be no formal lectures. Students are expected to attend one two hourly seminar every week. Each seminar will involve a brief introduction by the lecturer, followed by student presentations on that week's readings, to be followed by general discussion. Each student will have to make a presentation on one week's readings; this presentation will be assessed. A presentation schedule will be circulated at the first introductory meeting and will then be posted on the Blackboard.

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or seminar programme will be advised by email, announced in seminars, and posted on the HIST 323 Blackboard site.

Course prescription

This course may examine some or all of the following topics: European colonial and indigenous colonised experiences; the rise of nationalism; the process of decolonisation; the emergence of post-colonial history.

Course content

More specifically, this course will focus on the British Empire and its demise in the twentieth century. From a discussion on colonialism and decolonization process in general, it will move on to a particular case study of India. It will first look at how colonialism worked in the British Indian Empire and then examine the pressures for decolonization and some post-colonial developments.

NB: extra information may be included on Blackboard.

Learning objectives

The main objective of this course is to look into the complex history of how British Empire functioned and to examine the various economic, political and ideological pressures that contributed to decolonization or dismantling of the empire. This course will interrogate the concept of decolonization, which did not just mean a transfer of power from a colonial to an indigenous elite, but involved a complex historical experience for the people of the postcolonial nations. This course will thus also look into the various aspects of nationalism in a particular part of the British Empire, i.e., India, and some of its postcolonial developments.

Students passing the course should be able to:

- evaluate the nature of British colonial rule
- critique nationalist ideologies that challenged colonial rule in Asia-Africa
- analyse economic pressures that contributed to the demise of the British Empire
- interpret popular movements of the colonized people that contributed to decolonization
- analyse the complexities of the decolonization process in a newly independent country
- recognise problems and challenges of a postcolonial nation
- develop oral and written communication skills

Graduate attributes

As with all History courses, learning objectives of HIST 323 contribute to the attainment of specific graduate attributes. For more details please consult our website:

<http://www.victoria.ac.nz/hppi/about/overview-of-the-school/hist-overview#grad-attributes>

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 200 hours to HIST 323 throughout the trimester. This includes weekly attendance at seminars, completion of all set weekly readings and research and writing for set assessment tasks.

There is no assessed group work for this course.

Readings

Set texts:

HIST 323 Book of Readings available from vicbooks, Student Union Building.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Recommended reading:

John Darwin, *Britain and decolonisation: the retreat from empire in the post-war world*, (Basingstoke: Macmillan, 1988).

S. Bose and A. Jalal, *Modern South Asia*, (London and New York: Routledge, 1998).

Barbara D. and Thomas R. Metcalf, *A concise history of India* (Cambridge: Cambridge University Press, 2001).

Ramchandra Guha, *India after Gandhi: The History of the World's Largest Democracy*, (London: Macmillan, 2007).

Assessment requirements

Relationship between assessment and course objectives:

Since the objective of the course is to introduce students to the immense complexities of colonial rule and the decolonization process in the British Indian Empire, the assessment process will focus more on understanding than on marshalling of facts. Students are expected to write two assignments, one of which will be a review of a book on any related theme, such as British Empire, decolonization, a general history of colonialism or nationalism in India. This is to familiarise the students with the broad outlines of historical developments in India and in the British Empire. The second assignment will be a research essay on a question more specifically focused on one aspect of the course. Some essay questions have been provided below; but students can also frame their own questions. Students are also expected to make an oral presentation (5-10 minutes) on the readings for a week. It is to assess their oral communication skill, as well as to encourage them to participate in the seminar discussion. In the class test at the end of the term, questions will relate to discussions in the seminars and will mainly focus on problems of interpretation. This is to assess how students have followed the seminar discussions and comprehended the arguments of the readings.

Since the course also aims to help students gain certain specific skills, like creative and critical thinking and communication, your writing skills, ability to present a coherent argument by using an array of secondary and primary sources and your ability to use proper referencing techniques will also be assessed through these assignments.

Weighting of each assignment task:

- 1 book review 30% of the final grade
- 1 research essay 40% of the final grade
- 1 oral presentation 5% of the final grade
- 1 end of course test 25% of the final grade

Critical dates for each piece of work:

Monday 20 August, 5 PM for the book review

Monday 8 October, 5 PM for the research essay

A presentation schedule will be circulated during the first seminar and posted on the Blackboard.

Tuesday 16 October – end of course test to be held during the last lecture period (3.10 – 5.00 PM, AM102)

Word limits for each piece of work:

- Book review approximately 1500 words
- Research essay approximately 3000 words

Essays complete with a History cover sheet will have to be handed in through the Assignment slots next to the History Office (OK 405).

Assignment 1: Book review (1500 words) – 30% of the final grade – due on 20 August.

You may review any of the books listed below.

You may review any other relevant book not listed; but for that you need the lecturer's prior permission.

1. J. Darwin, *Britain and decolonisation: the retreat from empire in the post-war world*, Basingstoke: Macmillan, 1988.
2. D.A. Low, *Eclipse of Empire*, Cambridge: Cambridge University Press, 1991
3. M.E. Chamberlain, *Decolonization: the fall of the European empires*, Malden, MA: Blackwell, 1999.
4. R. Douglas, *Liquidation of empire: the decline of the British Empire*, Basingstoke: Palgrave, 2002.
5. John Springhall, *Decolonization since 1945*, Basingstoke: Palgrave, 2001.
6. Martin Shipway, *Decolonization and Its Impact: A Comparative Approach To The End of The Colonial Empires*, Oxford: Blackwell, 2008.
7. Franz Ansprenger, *The Dissolution of the Colonial Empires*, London, New York: Routledge, 1989.
8. R.F.Holland, *European Decolonization: An Introductory Survey*, Basingstoke: Macmillan, 1985.
9. P.Duara (ed.), *Decolonization: Perspectives from Now and Then*, London: Routledge, 2003.
10. S. Bose and A. Jalal, *Modern South Asia*, (London and New York: Routledge, 1998).
11. Barbara D. and Thomas R. Metcalf, *A concise history of India* (Cambridge: Cambridge University Press, 2001).
12. Peter Robb, *A History of India* (Basingstoke: Palgrave, 2002).
13. Stanley Wolpert, *A New History of India* (New York: Oxford University Press, any edition).
14. T.Y. Tan and G.Kudaisya, *The Aftermath of Partition in South Asia*, London and New York: Routledge, 2000.
15. U. Butalia, *The Other Side of Silence; Voices from the partition of India*, Delhi: Penguin Books India, 1998.
16. R. Menon and K. Bhasin, *Borders and Boundaries: Women in India's Partition*, New Brunswick: Rutgers University Press, 1998.
17. S. Kaul (ed.) *The Partitions of Memory: The Afterlife of the Division of India*, New Delhi: Permanent Black, 2001.

18. G. Pandey, *Remembering Partition: Violence, Nationalism and History in India*, Cambridge: Cambridge University Press, 2001.
19. W. van Schendel, *The Bengal Borderland: Beyond State and Nation in South Asia*, London: Anthem Press, 2005.
20. B. Chandra, M. Mukherjee and A. Mukherjee, *India after Independence 1947-2000*, New Delhi: Penguin Books, 1999.
21. S. Khilnani, *The idea of India*, London: Hamish Hamilton, 1997.
22. F. Frankel, Z. Hasan, R. Bhargava and B. Arora (eds) *Transforming India: Social and Political Dynamics of Democracy*, New Delhi, Oxford University Press, 2000.
23. R. Guha, *India after Gandhi: The History of the World's Largest Democracy*, London: Macmillan, 2007.
24. D. Chakrabarty, R. Majumdar and A. Sartori (eds) *From the Colonial to the Postcolonial: India and Pakistan in Transition*, New Delhi: Oxford University Press, 2007.
25. Philip Oldenburg, *India, Pakistan and Democracy: Solving the puzzle of divergent paths*, London, New York: Routledge, 2010.

Some useful web links on how to write a book review:

<http://www.uk-student.net/modules/wfsection/article.php?articleid=224>

<http://library.queensu.ca/research/guide/book-reviews/how-write>

<http://library.concordia.ca/help/howto/bookreports.html>

<http://legacy.bluegrass.kctcs.edu/LCC/HIS/review.html>

<http://www.lib.uwaterloo.ca/libguides/1-12.html>

Assignment 2: Questions for Research essay (3000 words) – 40% of the final grade, due on 8 October.

Some sample essay questions are given below. But you may define your own question.

1. Do you think the British Empire collapsed because of a shifting global balance of power after the Second World War?
2. To what extent were the Afro-Asian nationalisms responsible for the demise of the British Empire?
3. Do you think the British left India in 1947 because it was no longer an economically lucrative colony?
4. Do you think the British left India because by 1946-47 it had become ungovernable?
5. '...the contraction of England did not just entail the saga of independence. It left behind upwards of fifty new polities... Everywhere there were innumerable British-type institutions...'. (D.A.Low) Elucidate.
6. 'The expression of "postcolonial" ... refers to a historical process that looks necessarily clumsy, complicated, and inherently incomplete (that is, fragmentary) if by decolonization one refers to inspiring anti-colonial visions of complete freedom from all possible cultural and institutional acts of domination by the colonizer. That kind of decolonization did not happen in the [Indian] subcontinent.' (Dipesh Chakrabarty). Would you agree?
7. 'It is ... only by examining the relationship between Islam and empire can the movement for the creation of a new Muslim state [Pakistan] be understood.' (David Gilmartin) Do you agree?
8. Did the nationalist movement in any significant way change the gender relations in India?
9. Did the Gandhian mass movements in India - like the Quit India movement of 1942 - represent not one united nationalist movement, but convergence of disparate levels of political consciousness and goals?

10. Did the 'pressures from below' precipitate the transfer of power in India in 1947?
11. Did religious nationalism – both Hindu and Muslim - acquire a mass base in the last two decades of British rule in India?
12. Evaluate the role of the Congress Party in India during the last phase of politics that resulted in freedom with partition.
13. How and why did British policies towards India begin to change since the outbreak of the Second World War?
14. 'The story of the making of nations can be told in many ways' (Gyanendra Pandey). How would the refugees of Partition tell the story of the Indian nation?
15. How and why was communist movement in postcolonial India transformed into a constitutional movement?

Assignment 3: Seminar presentation – 5% of the final grade – a presentation schedule will be circulated during the first seminar and posted on the Blackboard.

You will have to make a 5-10 minutes presentation on the readings of a particular week. You are expected to present a brief summary of the main arguments of the readings and your critical thoughts on them.

Assignment 4: End of course Test – 25% of the final grade – to be held during the lecture period (3.10 – 5.00 PM, AM102) on 16 October.

In the test you will have to answer four short essay type questions focusing on seminar readings and discussions. It is not an open book examination.

Penalties

History Programme policy stipulates that late submission of essays is penalised. **Students lose 5% for the first day late and 2% thereafter for a maximum of 10 weekdays.** After 10 days, work can be accepted for mandatory course requirements but will not be marked. Extensions may be granted in exceptional circumstances, but **all extensions require the student to provide documentation.** If granted an extension, students must agree to a new due date. Contact your lecturer as soon as a problem emerges. Extension forms are available in the History Programme office.

Mandatory course requirements

To gain a pass in this course each student must:

- Hand in the written work specified for this course, on or by the specified dates (subject to the provisions above for late work)
- Attend 8 of the 11 seminars.
- Make an oral presentation
- Take the end of course test

The seminar attendance requirement sets a minimum standard. Students are strongly encouraged to attend all seminars. Seminar participation is a central part of the course. Seminar readings and discussion form the basis for the end of course test.

Return of marked course work

Essays and tests will be returned at times to be advised. If students fail to attend these times, they may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2.00 and 3.00 pm from Monday to Friday and must show their Student ID card before collection.

Class representative

A class representative will be elected in the first week, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Statement on legibility

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Where to find more detailed information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the Academic Office website, at

www.victoria.ac.nz/home/about_victoria/avcacademic.

SEMINAR PROGRAMME

17 July: Seminar 1: Introduction

24 July: Seminar 2: Colonialism and Nationalism

Reading:

- D.A.Low, 'Introduction: contemporary encounters', from *Britain and Indian Nationalism: The imprint of ambiguity 1929-42*. Cambridge: Cambridge University Press, 1997, pp. 1-40.
- Michael Adas, 'Contested Hegemony: The Great War and the Afro-Asian assault on the civilizing mission ideology', in P.Duara (ed.), *Decolonization: Perspectives from Now and Then*, London: Routledge, 2003, pp. 78-100.

31 July: Seminar 3: Decolonization: historiography and history

Reading:

- John Springhall, *Decolonization since 1945*, Basingstoke: Palgrave, 2001, Introduction, pp. 1-17.
- Martin Shipway, *Decolonization and Its Impact: A Comparative Approach To The End of The Colonial Empires*, Oxford: Blackwell, 2008, chapter 3, pp. 61-86.
- D.A.Low, 'The contraction of England; an inaugural lecture 1984', from *Eclipse of Empire*, Cambridge: Cambridge University Press, 1991, pp. 1-21.

7 Aug: Seminar 4: Economics of colonialism and decolonization

Readings:

- B.R. Tomlinson, 'India and the British Empire, 1935-47', *The Indian Economic and Social History Review*, 13:3, 1976.
- Nicholas J. White, 'The Business and the Politics of Decolonization: The British Experience in the Twentieth Century', *The Economic History Review*, New Series, Vol. 53, No.3 (Aug. 2000), pp. 544-564.

14 Aug: Seminar 5: Politics and decolonization: popular movements in India

Readings:

- Francis Hutchins, *India's Revolution: Gandhi and the Quit India Movement*, Cambridge: Harvard University Press, 1973, Chapter IX.
- Sumit Sarkar, 'Popular Movements and National leadership, 1945-47', from S.Bandyopadhyay (ed.), *Nationalist Movement in India: A Reader*, New Delhi: Oxford University Press, 2009, pp. 317-335.

21 Aug: Seminar 6: Arrival of freedom: jubilation and anxieties

Reading:

- T.Y. Tan and G.Kudaisya, *The Aftermath of Partition in South Asia*, London and New York: Routledge, 2000, chapter 2.

11 Sept: Seminar 7: Partition, violence and refugees

Reading:

- Mushirul Hasan, 'Introduction' in *India's Partition: Process, strategy and mobilization*, Delhi: Oxford University Press, 1993, pp. 1-43.
- Gyanendra Pandey, 'Partition and Independence in Delhi: 1947-48', *Economic and Political Weekly*, Vol. 32, No. 36 (Sept, 6-12, 1997), pp. 2261-2272.

18 Sept: Seminar 8: Women in India's independence

Reading:

- Geraldine Forbes, *The New Cambridge History of India, IV.2, Women in Modern India*, Cambridge, 1998, Chapter 5.
- Ritu Menon and Kamla Bhasin, *Borders and Boundaries: Women in India's Partition*, New Brunswick, NJ, 1998, pp. 32-64.

25 Sept: Seminar 9: New democracy: the ballot box and the barricade

Reading:

- Ramchandra Guha, 'Democracy's Biggest Gamble: India's First Free Elections in 1952', in *World Policy Journal*, Vol. 19, No.1, (Spring, 2002), pp. 95-103.
- Dipesh Chakrabarty, "'In the Name of Politics': Sovereignty, Democracy and the Multitude in India', *Economic and Political Weekly*, Vol. 40, No.30 (Jul. 23-29, 2005), pp. 3293-3301.

2 Oct: Seminar 10: Politics of protest: Communists, peasants and workers

Readings:

- Mohan Ram, 'The Telengana Peasant Armed Struggle, 1946-51', *Economic and Political Weekly*, Vol. 8, No. 23 (Jun. 9, 1973), pp. 1025-1032.
- S. Bandyopadhyay, 'The Story of an Aborted Revolution: Communist Insurgency in Post-independence West Bengal, 1948-50', *Journal of South Asian Development*, 3:1 (2008), pp. 1-32.

9 Oct: Seminar 11: Seminar 10: Film viewing and discussion

16 Oct: End of course test