Instructor and T.A. Information

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Course Description

This course examines the collapse of global empires and the emergence of new nation-states in the Global South in the mid-late twentieth century. We will concentrate on questions of political identity in colonial and post-colonial societies and think about how these identities shape current political challenges. The course has a global framework. We’ll look primarily at decolonization in Africa and Asia, and also assess its impact on European societies. Selected topics will include legacies of Partition in South Asia, Apartheid in South Africa, political crises in the Congo and West Africa, postcolonial migration, neo-colonialism, and global justice and the International Criminal Court.

Our course is cross-listed in Political Science and History. We will approach the subject material from both disciplinary perspectives. For those of you from other majors taking the course as an elective, there will also be an opportunity if you so choose to bring perspectives from your home major.

Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

A. Have a comparative understanding of the history of decolonization and its contemporary significance for international relations
   * Lectures, discussion, research paper, simulation

B. Conceive of a research project, conduct original research, and complete a research essay
- Research essay

C. Synthesize arguments and important information from source material, and discuss their own interpretations of the material with peers
  - Seminar discussions, general class discussion

D. Suggest or identify contemporary legacies of historical events and processes, and draw interdisciplinary connections between international relations and global/transnational history.
  - Simulation exercise
  - Lecture material, seminar discussion, and selected exam questions

Required Text

Aimé Césaire, *Discourse on Colonialism* (This book is available in the bookstore)

Course Readings Available on LEARN

- Yasmine Khan, *The Great Partition: The Making of India and Pakistan* (pdf chapters for session 1)

- All other readings area available as e-journal articles via PRIMO, or as URLs. The complete list of discussion session readings is found below after the course outline.

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Seminar Participation</td>
<td>5 Bi-weekly sessions</td>
<td>25%</td>
</tr>
<tr>
<td>Essay</td>
<td>Feb. 11 (11:59 on LEARN)</td>
<td>30%</td>
</tr>
<tr>
<td>Model UN Simulation</td>
<td>March 7 – position papers posted to LEARN</td>
<td>20%</td>
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<tr>
<td></td>
<td>March 11 – Simulation</td>
<td></td>
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<tr>
<td></td>
<td>March 18 – Individual Response Papers posted to LEARN</td>
<td>(15% - group mark)</td>
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<tr>
<td></td>
<td>Total</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>April 10 (11:59 on LEARN)</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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Seminar Participation

Our seminars are your opportunity to engage with our course material in a smaller group setting. Please read the assigned readings before coming to class. We will then discuss the material in a relaxed group discussion – all of your ideas are valid and valued, and I’ll structure the sessions so you feel comfortable participating in a manner that best suits you. Your seminar grade will be based on your participation in seminar, which is a combination of: attending each session, preparing ahead of time, participating in our discussion to the best of your abilities, and being an active and engaged listener.

In our first class, I will divide the class into 4 discussion groups (A,B,C,D). Groups A and B meet on the same week from 1:30-2:20; Groups C and D meet from 1:30-2:20 the following week. The meeting schedule for the discussion groups is found below.
Essay

You will write an essay of about 2,000 – 2,500 words on the politics of decolonization in a country of your choice. You should answer ONE of the following two questions:

1. Why did decolonization occur in your chosen country?

2. How has decolonization influenced the current politics and/or society of your chosen country?

You may use a combination of scholarly sources (from historians and/or political scientists), primary historical sources (material created by or about your historical subjects in the past), and data, serious commentary/journalism, and other contemporary source material. You may approach the essay from a more historical perspective if you prefer, adopt a more analytical perspective consistent with International Relations (IR) scholarship, or adopt a mix of the two approaches. You may use either Chicago style (foot/endnotes) or APA (parenthetical) references – just be consistent.

Simulation

I like to play games in my classes! We will conduct a simulation of a UN General Assembly debate on the present-day political legacies of decolonization on March 11. You will be a member of a small group (3-4) representing a chosen country. Your group will research your country’s historical position on our chosen issue, write a 500-750 word position paper which you will post to our LEARN simulation page by March 7, and represent your country during the simulation. As an individual, you will then write a 250 word “reflection paper,” due in LEARN by 11:59pm on March 18, in which you write about how aspects of the simulation reflected the influence of decolonization on contemporary international relations.

Your group will receive a single, collective grade for the position paper and simulation (15%). You will receive an individual grade for your reflection paper (5%). Everyone has different interests, and it is fine if you contribute more to one aspect of the simulation assignment than others. That said, if you “go AWOL” on your partners, I reserve the right to separate your individual grade from the group’s grade and give you a zero for the assignment. I will provide more details on the simulation after reading week.

Final Exam

You will receive a take-home exam after our last class. The exam is due to me as an electronic submission to our LEARN drop box by 11:59pm on April 10.

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Supplementary Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 6</td>
<td>Course Introduction</td>
<td>Antecedents to decolonization</td>
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<tr>
<td>2</td>
<td>Jan 13</td>
<td>South Asia – India, Pakistan, and</td>
<td>Kennedy, 34-68 (pdf on LEARN)</td>
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<td></td>
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<td>Partition</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading/Source</td>
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<td>4</td>
<td>Jan 27</td>
<td>East &amp; West Africa</td>
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<tr>
<td>6</td>
<td>Feb 10</td>
<td>South Africa</td>
<td>Week 6 readings</td>
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<tr>
<td>7</td>
<td>Feb 17</td>
<td>Reading Week – No Class</td>
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<tr>
<td>8</td>
<td>Feb 24</td>
<td>The Congo Crisis – Decolonization in Europe</td>
<td>Alanna O’Malley, The Congo crisis as the Turning Point for Decolonization, UN History Project, Sept. 2018</td>
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<td>10</td>
<td>March 9</td>
<td>Model UN</td>
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<td>12</td>
<td>March 23</td>
<td>Neo-colonialism and Humanitarian Intervention</td>
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<td></td>
<td>March 30</td>
<td>Postcolonial Legacies: Beyond Realism? – Postcolonial Politics and the Global South</td>
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Tutorial Session 1: Partition & the Birth of India and Pakistan

- Yasmine Khan, *The Great Partition: The Making of India and Pakistan*, “Introduction” plus two of the following three chapters: “Untangling two Nations” [on setting up the state infrastructure of India and Pakistan]; “Bitter Legacies” [on the refugee crisis in India and Pakistan after Partition]; or “Divided Families” [on the implications of Partition for people in both new states]
  - [PDFs available on LEARN]

Tutorial Session 2: Colonial Resistance

- Aimé Césaire, *Discourse on Colonialism*

Tutorial Session 3: Apartheid and Pan-Africanism

- Find and read two sources from *Apartheid: Global Perspectives, 1946-1996* (access this resource database by entering this title into Omni)

Tutorial Session 4: Simulation Preparation and Agenda Vote

- everyone comes today

Tutorial Session 5: Decolonizing IR

- Academics: it’s time to get behind decolonising the curriculum
- Read one of:
- Read one of:
Mental Health
Your mental health is important – please take care of yourself. There are many people and resources on campus if you need some help, or someone to talk to - [https://uwaterloo.ca/campus-wellness/counselling-services](https://uwaterloo.ca/campus-wellness/counselling-services)

Late Work
Late assignments will be penalized 3% per day, including weekends. Please speak to me if you need an extension for a legitimate reason.

Information on Plagiarism Detection
I don’t use plagiarism software, but I will pass your work along the Dean’s office if I detect plagiarism while grading your assignments. Suffice it to say, please do your own work.

Electronic Device Policy
You are free to use whatever devices you wish for class purposes, but please be considerate of others – videos or other moving images are particularly distracting to those sitting behind you.

Attendance Policy
Attendance at seminar is necessary (you can’t participate if you’re not there!). Coming to lecture is up to you, but our lecture material forms the spine of the course, will help you complete the assignments, and will be the basis of the exam questions.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/academic-integrity) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](https://uwaterloo.ca/academic-integrity/policies#71). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/academic-integrity/guidelines).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/academic-integrity/policies#70), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](https://uwaterloo.ca/academic-integrity/policies#72).

Note for students with disabilities: The [AccessAbility Services](https://uwaterloo.ca/accessability) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.