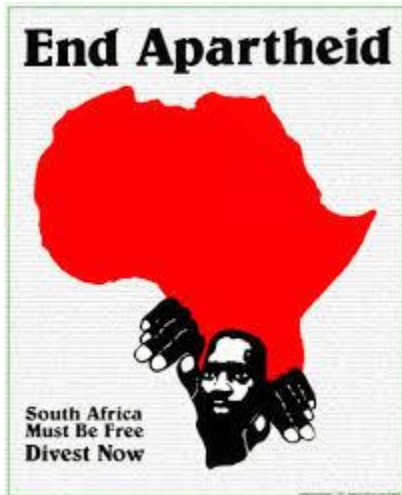


**University of Waterloo**  
**Department of History/Political Science**  
**HIST/PSCI 369**  
**Politics of Decolonization**  
**Winter 2014**  
**M, W, 11:30-12:20, DWE 1515**



### **Instructor and T.A. Information**

Instructor: Daniel Gorman  
Office: HH 108  
Office Phone: x 36049  
Office Hours: Monday, 1-3  
Email: [dpgorman@uwaterloo.ca](mailto:dpgorman@uwaterloo.ca)  
Extra information on contacting the instructor.

T.A.	Maysoon Sheikh
Email	<a href="mailto:maysoon.sheikh@gmail.com">maysoon.sheikh@gmail.com</a>
Office	HH
Office Hours	TBD

### **Course Description**

This course examines the collapse of global empires in the mid/late 20th century and assesses how the colonial experience has shaped relations between and among former imperial societies to the present. We'll concentrate on questions of political identity in colonial and post-colonial societies, and think about how these identities shape current political challenges. The course will have a global framework. We'll look at decolonization in Africa, Asia, and the Caribbean, and also assess the impact of the end of empire on European societies. Selected topics will include Apartheid in South Africa, African crises in the Congo and Kenya, postcolonial migration, colonial nationalism, and legacies of decolonization in the post-Cold War world.

## 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
  - Lectures, discussion, research paper, simulation
  - Specific abilities to meet goal
- B. Conceive of a research project, conduct original research, and complete a research essay
  - Research essay
  - Specific abilities to meet goal
- C. Synthesize arguments and important information from source material, and discuss their own interpretations of the material with peers.
  - Seminar discussions, general class discussion.
  - Specific abilities to meet goal
- D. Suggest or identify contemporary legacies and influences of historical events and processes
  - Simulation exercise
  - Lecture material, seminar discussion, and selected exam questions.

## Required Text

- *Raymond Betts, Decolonization, 2nd edition*

The Betts book is available in the bookstore.

## Readings Available on LEARN

- Ngugi Wa’Thiongo, *Decolonizing the Mind*, Chp 4.
- Dipesh Chakrabarty, *Provincializing Europe*, Introduction.
- Will Kymlicka, “The Shifting International Context: From Post-war Universal Human Rights to Post-Cold War Minority Rights,” in *Multicultural Odysseys*, 27-55.

These readings are for some of our seminar meetings. All other seminar readings are available as e-journal articles via PRIMO, or as urls. The complete list of Seminar readings for the week is listed below.

## Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Seminar Participation	Bi-weekly sessions	30%
Essay	Due Feb. 12	25%
Simulation	March 17 & 19	20%
Final Exam	Given out April 2, Due April 9	25%
Total		100%

Notes on the various class assessments

## Assessment 1

Our seminars are your opportunity to engage with our course material in a smaller group setting. Each session there will be chosen readings and/or material to prepare before seminar. We will then discuss the material in a relaxed group discussion. 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.

## Assessment 2

You will write an essay of about 2,000 words assessing the decolonization process of a chosen country. You should ONE of the following two questions:

- 1) What was the relative significance of colonial nationalism, the role of the colonial power [ie the nation-state which had exercised colonial control before independence), and international factors in bringing about decolonization in my chosen country?
- 2) In what ways has decolonization influenced the contemporary politics and/or society of my chosen country?

You should conduct research in both secondary and primary research materials. You may use either Chicago style or APA references, as long as you are consistent and clear in referencing your sources.

## Assessment 3

We will conduct a simulation of a UN General Assembly debate on the legacies of decolonization over two classes, March 17 and March 19. You will be a member of a small group (about 3) 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 14, and represent your country during the simulation. Your group will receive a single, collective grade for the simulation. 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.

## Assessment 4

You will receive a take-home exam on April 2. The exam is due to me as an electronic submission to our LEARN dropbox by 11:59 on April 9.

## Course Outline

Notes on readings.

Week	Date	Topic	Readings Due
1	Jan 6	Introduction	Betts, Intro, 1, 2
	Jan 8	Antecedents to decolonization	
2	Jan 13	South Asia – India, Pakistan and Partition	Betts, 3

Week	Date	Topic	Readings Due
	Jan 15	South Asia – Malaya and Indonesia	
3	Jan 20	North Africa – Egypt and Suez	Week 3 readings
	Jan 22	Essay Workshop	
4	Jan 27	North Africa - Algeria	Betts, 4
	Jan 29	Intellectuals and Decolonization	
5	Feb 3	“Third World” Cooperation	Betts, 5
	Feb 5	West Africa	
6	Feb 10	East Africa	Find and read an obituary of Nelson Mandela online – how does it portray him as a man and nationalist leader? How does it portray apartheid, colonialism, and decolonization?
	Feb 12	South Africa	
	Feb 17-21	Reading Week	Week 7 readings
7	Feb 24	Congo Crisis	Betts, 7
	Feb 26	Decolonization in Europe	
8	March 3	Reactionaries and Die-Hards: Rhodesia and the Portuguese Empire	Betts, 6
	March 5	Human Rights and Decolonization	
9	March 10	International Perspectives	Week 10 readings
	March 12	Prep Class for Simulation	
10	March 17	Simulation	Week 11 readings
	March 19	Simulation	
11	March 24	Postcolonial Legacies	Betts, 8-9
	March 26	Postcolonial Legacies	
12	March 31	Postcolonial Legacies	Betts, 10
	April 2	Exam Review / Take Home Exam Distributed	

## Tutorial Session Outline

### Session 1: Colonial Nationalism

Frantz Fanon, *The Wretched of the Earth*, "Concerning Violence," 1-52: [Warrior Publications  
http://warriorpublications.files.wordpress.com/2013/01/wretched-of-the-earth-frantz-fanon.pdf](http://warriorpublications.files.wordpress.com/2013/01/wretched-of-the-earth-frantz-fanon.pdf)

Partition readings:

[Readings http://www.bbc.co.uk/history/british/modern/partition1947\\_01.shtml](http://www.bbc.co.uk/history/british/modern/partition1947_01.shtml)

[Readings http://www.cbc.ca/news/world/emotional-google-ad-a-viral-hit-in-india-and-pakistan-1.2427935](http://www.cbc.ca/news/world/emotional-google-ad-a-viral-hit-in-india-and-pakistan-1.2427935)

## **Session 2:**

Mahmoud Mamdani, "The Invention of the Indigène," *London Review of Books*, 33, 2, 20 January 2011, pp. 31-33.

Ngugi Wa'Thiongo, *Decolonizing the Mind*, Chp 4. [pdf on LEARN]

Dipesh Chakrabarty, *Provincializing Europe*, Introduction [pdf on LEARN]

## **Session 3: The UN and decolonization**

Antony Anghie, "The Evolution of International Law: Colonial and postcolonial Realities," *Third World Quarterly* 27, 5, July 2006, 739-53.

Christopher O'Sullivan, "The United Nations, Decolonization, and Self-Determination in Cold War Sub-Saharan Africa, 1960-1994," *Journal of Third World Studies* 22, 2, 2005, 103-20.

Gerard McCann, "From Diaspora to Third Worldism and the United Nations: India and the Politics of Decolonizing Africa" *Past & Present* May 2013 Supplement, 258-80.

## **Session 4: Legacies of decolonization in the modern world**

Will Kymlicka, "The Shifting International Context: From Post-war Universal Human Rights to Post-Cold War Minority Rights," in *Multicultural Odysseys*, 27-55 (pdf on LEARN)

**or**

Oliver Turner, "'Finishing the Job': the UN Special Committee on Decolonization and the politics of self-governance," *Third World Quarterly* 34, 7, August 2013, 1193-1208.

Find a current (ie. present or last few years) press story on a contemporary legacy of decolonization. Your story can be about any type of legacy – ie cultural, social, political, economic, etc.

Multicultural London: [Multicultural London http://names.mappinglondon.co.uk/](http://names.mappinglondon.co.uk/)

### **Late Work**

Late assignments will be penalized 3% per day, including weekends.

### **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.

### **Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009**

#### **Academic Integrity**

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

#### **Discipline**

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

## **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, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>). 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](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm) (<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>).

## **Note for Students with Disabilities**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 OPD at the beginning of each academic term.