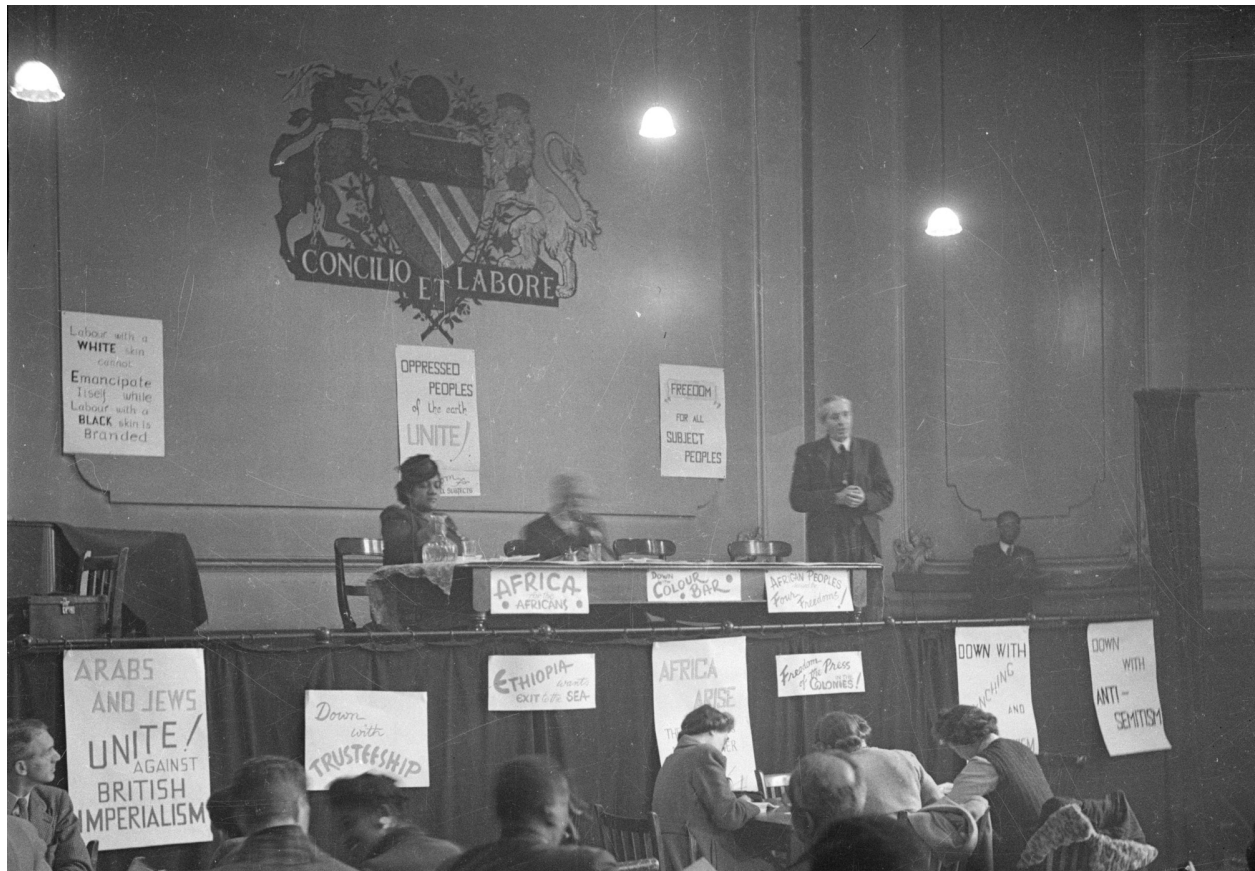


HIST 334 / CRES 384-1 Race and the Politics of Decolonization

Reed College, Spring 2022

MW 3:00–4:20 PM, Eliot 416



John Deakin, Pan-African Congress, November 1945

Conference Leader: Prof. Radhika Natarajan, radhika.natarajan@reed.edu Twitter: @RadhikaAN
Office Hours: Vollum 121, Thursday, 10:00 AM – 12:00 PM and by appointment
History Librarian: Angie Beiriger, beiriger@reed.edu

This course asks, how was the struggle for decolonization in the British Empire shaped by the politics of race? How was human difference theorized and how did imperial racisms constrain the possibilities for freedom in a post-imperial world?

To answer these questions we will examine freedom struggles in the British Empire, from the end of World War I to the present day. The course seeks to investigate experience, politics, and ideas. Thus, we will consider the experience of colonialism and the meanings of freedom, the question of how independence was won, and also how decolonization was a project of “world-making” that is, imagining the world beyond the hierarchies of empire. We will decenter the national frameworks of traditional decolonization narratives both by exploring the challenge of diversity within the colony/nation as well as transcolonial and international movements to instantiate freedom. We will consider the legacies of colonial rule that continued after formal independence

and the ongoing struggles for decolonization that exist in multiple sites and take multiple forms today. Throughout, we will pay attention to the ways that race and racisms operate through gendered difference.

Objectives

Students will be encouraged to:

- Become familiar with theories of race, racism, and decolonization;
- Think historically across space in comparative and connective ways;
- Gain an understanding of the British Empire and movements for decolonization;
- Identify and evaluate the mechanisms of decolonization and the continuities of empire;
- Strengthen critical reading skills through discussion, interpretation, and analysis of a range of scholarly and primary sources;
- Strengthen discussion and listening skills by making productive contributions to classroom conversation;
- Develop research and writing skills, including creation of a bibliography, analysis of secondary literature, close reading of primary sources, and writing a well-organized paper that presents a single, coherent argument.

Distribution Requirements: This course can be used towards your Group II, “History and Social Sciences,” requirement. It accomplishes the following learning goals for the group

- Evaluate data and/or sources
- Analyze institutions, formations, languages, structures, or processes, whether social, political, religious, economic, cultural, intellectual or other
- Think in sophisticated ways about causation, social and/or historical change, human cognition, or the relationship between individuals and society, or engage with social, political, religious or economic theory in other areas.

The Honor Principle and Classroom Conduct

At Reed, the honor principle governs the conduct of our community. What does it mean to be a college community during this, our fifth pandemic semester, and how will we take care of ourselves and others in our conference during this global crisis?

Pandemic Exigencies: I don’t have full answers to these questions, but please remember that I think of you as a person first, and please put the health of yourself, your family, and your community first. Our class is currently scheduled to meet in person, however, a variety of situations might arise in which we will switch to an online format. I have done my best to tailor our syllabus to our current conditions by cutting down reading assignments, fostering opportunities for individual and small-group interaction, thinking proactively about communication, and adjusting my expectations. However, I cannot account for every circumstance that you might find yourself in. One consequence of the pandemic is that we must

be deliberate in our communications with each other. Please do email me, come to office hours, see me after class, to let me know how you are doing.

Participation: A successful conference depends on prepared and active participants. Please consider how your participation affects others. Please complete the assigned readings and take notes on the significance of the readings in anticipation of our discussion. Consider how you will access digital materials while also speaking and listening to discussion. For discussion, give the conference your undivided attention by turning off your cell phone and other devices, and also muting notifications on your computer. Consider how you can foster thoughtful dialogue under these conditions. When you speak, support your claims with examples from the texts or reference to remarks made by others. Attentive listening is as important as speaking to facilitating conference discussion. Dismissive or hostile comments will be addressed individually. To support each other, in the first week of class we will talk about the principles that will guide our participation in conference and create conference guidelines.

Academic Integrity: The honor principle not only applies to our discussions in class, but also to your written work. As the [Academic Conduct Policy](#) states, "The fundamental ethical principle governing scholarship is that one should never claim or represent as one's own work that which is not one's own." It is your responsibility to learn the standards of proper citation and attribution. I am available to help with this, as is [the Library](#) and the [Office of Academic Support](#). In this course, we will use [the Chicago Manual of Style's Notes and Bibliography system](#) for citations.

Accessibility

Each of you has necessary conditions that make your participation in conference possible, and I understand that you might have disabilities, chronic conditions, or contingent circumstances that make it difficult for you to participate in class in the way that you would wish. Here are some resources to make sure you have the assistance you need to succeed in this class.

Reed College Student Hub for Campus Resources: <https://www.reed.edu/hub/students/>

Emergency loan funds: Business Office, Eliot Hall 306 & 308

Reed Community Pantry: <https://www.reed.edu/seeds/initiatives/food-security/pantry.html>

Reed Academic Support Services: https://www.reed.edu/academic_support

Reed Health and Counseling Services: https://www.reed.edu/health_center

If you need help, please don't hesitate to see me so we can discuss resources that are available to you. If you have not yet met Disability Support Services to document your disability and create specified accommodations, we can discuss this process in office hours.

Communication

In addition to treating each other honorably in conference, I encourage you to help and support

each other outside of the classroom. I have confirmed office hours every week, during which we can talk about the readings, your papers, how conference is going, etc. If you cannot make it to my office hours, please send me an email proposing a few possible times to meet (Monday–Friday, 9 AM–5 PM). Email should only be used to inform me of an absence or to schedule a meeting outside of office hours. For everything else, let us talk in person.

Attendance Policy and Assessment

This is an in-person class. The basis of our class is our individual reading and shared conversation. And so, I want to emphasize the importance of regular preparation, attendance, and participation in shared conversations. I also know that we are living through a devastating pandemic, and we cannot foresee what will happen. When your health allows, I expect you to be present and engaged in class. At the same time, each of us has an individual responsibility to help mitigate the pandemic. Following public health guidance is part of living in an honorable community.

The following recommendations should guide your decision about coming to class:

- Self-isolation is recommended for anyone experiencing flu-like symptoms, whether due to possible coronavirus or to other illnesses. Please stay at home if you feel sick, and contact the Health and Counseling Center (HCC) or your healthcare provider to discuss. This is especially important if you think you may have an infectious disease.
- You should not attend class if you have tested positive for COVID-19 in the last 14 days, or if you have received notification or advice from the college or a health professional (including HCC staff) to quarantine or self-isolate.
- The CDC suggests that people with the following symptoms may have COVID: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea. As always, please consult a medical professional (members of the HCC or otherwise) if you have any questions about your health or health safety.
- If you suspect or know you have been exposed to a case of COVID-19, contact the HCC right away to discuss your next steps. [For more information, visit the CDC’s webpage on isolation and quarantine.](#)

There is no definitive attendance requirement for this class. I only ask that you keep me informed of your absences to the extent that it is possible for you to do so.

Your performance in the course will be assessed in reference to ongoing conference participation and written assignments (further information on assignments will be available on Moodle):

40%	Participation	
	5%	Monday Recap
	35%	Conference Discussion
5%	Map Quiz	February 7 – On a blank world map, identify contemporary nation-states that won their independence from the British Empire

5%	Chronology Quiz	February 14 – On a timeline of the twentieth century, identify dates when nation-states won their independence from the British Empire
15%	Midterm	March 11 – 4–6 pages. Analysis of 1945 Manchester Pan-African Congress
10%	Blog Post	April 29 – 800–1000 words. Black Power Beyond Borders
25%	Final Paper	May 8 – 8–10 pages. Decolonization, Past and Present

I will work with students who need alternative assessments due to the pandemic.

Required Texts

This semester, we will encounter scholarly monographs, novels, articles, and primary sources.

Tsitsi Dangarembga, *Nervous Conditions*

Adom Getachew, *Worldmaking After Empire: The Rise and Fall of Self-Determination*

Lara Putnam, *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age*

These books are available for purchase and rental at the Bookstore and are on reserve in the library. The remaining texts and assignments are available via Moodle.

Week 1	Introduction: What was Empire?
January 24	Introduction
January 26	Jane Burbank and Frederick Cooper, "Imperial Repertoires and Myths of Modern Colonialism," in <i>Empires in World History</i> Moodle Assignment: The British Empire in 1910
Week 2	Narratives of Decolonization
January 31	William Roger Louis, <i>The Dissolution of the British Empire, Oxford History of the British Empire, Vol. IV The Twentieth Century</i> Adom Getachew, "Introduction," in <i>Worldmaking After Empire</i>
February 2	Adom Getachew, "A Political Theory of Decolonization,"
Week 3	Violence and The limits of Self-Determination
February 7	Frantz Fanon, "Concerning Violence," in <i>The Wretched of the Earth</i> *** MAP QUIZ ***

February 9	Susan Pedersen, "Getting Out of Iraq—in 1932: the League of Nations and the Road to Normative Statehood" Adom Getachew, "The Counterrevolutionary Moment," in <i>Worldmaking After Empire</i>
Week 4	Labor Migrations and Critiques of Empire
February 14	Lara Putnam, <i>Radical Moves</i> , pp. 1–122 *** CHRONOLOGY QUIZ ***
February 16	Lara Putnam, <i>Radical Moves</i> , pp. 123–240
Week 5	Postwar Possibilities
February 21	Hakim Adi, "Pan-Africanism in Britain: Background to the 1945 Manchester Congress" George Padmore, ed., <i>A History of the Pan-African Congress</i>
February 23	Chinnaiah Jangam, <i>Dalits and the Making of Modern India</i> , Uditi Sen, "Developing Terra Nullius: Colonialism, Nationalism, and Indigeneity in the Andaman Islands"
Week 6	Minorities, and the Problem of Nation
February 28	Sana Aiyar, <i>Indians in Kenya</i> , 218–295
March 2	Christopher Lee, <i>Unreasonable Histories</i> , 141–206
Week 7	Thinking Decolonization
March 7	Adom Getachew, <i>Worldmaking After Empire</i> , pp. 71–141
March 9	Adom Getachew, <i>Worldmaking After Empire</i> , pp. 142–182
March 11	*** MIDTERM PAPER ***
Week 8	Negotiating Freedom in the Cold War World
March 14	Claudia Jones, "American Imperialism and the British West Indies" "A Peoples' Art is the Genesis of their Freedom" "The Caribbean Community in Britain" Moodle: Articles from the <i>West Indian Gazette</i>

March 16 Vijay Prashad, "Bandung" in *The Darker Nations*
Asia-Africa Speaks from Bandung

*** SPRING BREAK ***

Week 9 Post-Imperial Re-engagement

March 28 Timothy Mitchell, "The Prize from Fairyland," in *Carbon Democracy*
 Chibuike Uche, "Oil, British Interests, and the Nigerian Civil War"

March 30 Jordanna Bailkin, "Where Did the Empire Go? Archives and
 Decolonization in Britain"

*** ARCHIVES VISIT – Library L17 ***

Week 10 Postcolonialism? Reckoning with the Colonial Past

April 4 Tsitsi Dangarembga, *Nervous Conditions*

April 6 Tsitsi Dangarembga, *Nervous Conditions*

Week 11 Decolonization was not an Event

April 11 Glen Sean Coulthard, "Introduction"
 George Manuel and Michael Posluns, "Introduction" and "The Fourth
 World"

Joel Hebert, "Sacred Trust": Rethinking Late British Decolonization in
 Indigenous Canada

April 13 J. Kēhaulani Kauanui, "A Structure not an Event": Settler Colonialism and
 Enduring Indigeneity

Ranginui Walker, *Ka Whawhai Tonu Matou: Struggle without End*
 Moodle Assignment: Maori Protest Movements

Week 12 Decolonization as Ongoing Politics

April 18 Eve Tuck and K. Wayne Yang, "Decolonization is not a Metaphor"
 Moodle Assignment: Ongoing Politics of Decolonization, 1

April 20 Moodle Assignment: Ongoing Politics of Decolonization, 2

Week 13

April 25 Student Presentations

April 27 Student Presentations

April 29 *** BLOG POST – BLACK POWER BEYOND BORDERS ***

May 8 Final Paper Due