

CORE COLLOQUIUM: COLONIALISM AND POST-COLONIALISM
New York University-Abu Dhabi, Spring 2017

Instructor: **Leonid Peisakhin**
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Office: 149, Social Science Building, A5
Office Hours: Mondays, 5:30-7pm

Time: Mon and Wed, 4:05-5:20pm
Location: A2-018
Course Number: CCOL-AD 13
Credit Hours: 4
Prerequisites: None

Until very recently much of the world has lived under colonial rule. Major colonial powers shaped social, religious, and institutional life in countries that they controlled. This course explores the legacies of colonial rule. In this course, we encounter the markedly different perspectives of the colonizers and the colonized and ask whether these can be reconciled both historically and in the context of the more contemporary post-colonial discourse. We ask how colonial practices have shaped the causes of global inequality and have influenced the dynamics of recent conflicts. We also engage with the notion of justice in the post-colonial context and ask whether former colonizers might have contemporary obligations toward their former subjects. This is a multi-disciplinary course drawing on sources from the social sciences, history, and literature.

Required readings:

- Abernethy, David. 2000. *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980*. New Haven, CT: Yale University Press.
- Carpentier, Alejo. 2006 [1949]. *The Kingdom of This World*. New York, NY: Farrar, Straus and Giroux.
- Conrad, Joseph. 2008 [1899]. *Heart of Darkness*. New York, NY: Signet Classics.
- Kipling, Rudyard. 2013 [1888]. *The Man Who Would be King*. Middletown, DE: Read Books Ltd.
- Tagore, Rabindranath. 2005 [1915]. *The Home and The World*. New York, NY: Penguin Books.
- Wa Thiong'o, Ngugi. 2008 [1956]. *The River Between*. Johannesburg, South Africa: Heinemann.

All other readings will be available on the Classes server.

Intended Learning Outcomes of the Course:

- Ability to differentiate across institutional varieties of colonialism.
- Appreciation for the impact of colonial-era institutions on post-colonial variation in political, economic, social, and religious practices.
- Appreciation for diverse literature on colonialism and post-colonialism across the social sciences and humanities.
- Enhanced close reading and analytical thinking skills.
- Ability to formulate and structure an argument in the format of an academic essay and to marshal evidence in support of one's thesis.

Teaching and Learning Methodologies:

This is a seminar course. There will be no formal lectures in this class. This means that students must come to class prepared, having done the reading and ready to engage in a discussion with their colleagues and the instructor.

Course Requirements:

(i) Attendance and Participation: Given that this is a seminar class that spans several fields across the social sciences and humanities student attendance and active participation in class discussions is essential to the success of the course. Attendance is required. No more than two absences will be permitted for justified and verifiable reasons. Those students who miss more than two sessions will be penalized for each additional absence with a 2% reduction in the final grade. Participation entails active engagement in class discussions and clear effort to engage in a dialogue with fellow students and the instructor.

(ii) Readings: Class discussion is premised on the assumption that all students do the assigned reading carefully and in full before the class meets.

(iii) Reading responses: Students must submit **three** two-page reading responses (double spaced, 12-point Times New Roman font, 1 inch margins) over the course of the semester. These must be submitted via email **by midnight of the day before class**. You can decide which three sessions you would like to write your reading responses for; it is a good idea to space these out across the semester. A reading response provides an opportunity for you to **reflect on the session's readings**: you are expected to summarize the reading's argument(s), reflect on its persuasiveness and on whether and how it fits with other literature or arguments already covered in the class.

(iv) Quizzes: There will be two quizzes in this class: half-way through and at the end of the semester. These will be brief (20 minutes), and you will be asked to identify and describe several terms that have been discussed in the readings and in class. All the relevant terms are contained on class slides, which will be posted in advance of the quizzes.

(iv) Essays: You will have to produce **two 5-7 page essays** over the course of the semester. For each of these, you will submit an **ungraded first draft** and then a **final draft** that will be graded; all essays are to be submitted via email to the course instructor. Essays are an opportunity for you to make a longer-form argument about the topic under study. Essays must have a clearly articulated thesis and a structured argument marshaling evidence in support of the thesis. You will be expected to directly engage with the relevant literature, which you will have to reference, and to consider alternative arguments. Essays must be double-spaced and written in 12-point Times New Roman font; remember to use section headings, paragraphs, punctuation, and to number the pages. Each essay must have a list of references. Be sure that your citations and references conform to the Chicago Manual of Style requirements (http://www.chicagomanualofstyle.org/tools_citationguide.html; look under Author-Date citation style).

Deadlines:

(i) *Reading responses*: two-page reading responses can be submitted by midnight a day before any class session. Three of these must be submitted over the course of the semester.

(ii) *Essay 1*:

First draft—March 15 (by midnight)

Final draft—March 29 (by midnight)

(ii) *Essay 2*:

First draft—May 6 (by midnight)

Final draft—May 15 (by midnight)

Course Grade:

Participation: 10%

Reading responses: 5% x 3 = 30%

Mid-term quiz: 7.5%

Final quiz: 7.5%

Essay 1: 30%

Essay 2: 30%

Academic Integrity:

Plagiarism is a major academic offense with serious penalties. Please consult NYUAD's academic integrity policy and procedures before submitting written work:

<https://students.nyuad.nyu.edu/academics/academic-policies/the-nyuad-communitys-commitment-to-integrity/>.

Course Schedule:**Wednesday, January 25: Introduction—Multiplicity of Voices**

- Cortés, Hernán. 2001 [1519]. *Letters from Mexico*. New Haven, CT: Yale University Press, Second Letter (extract): pp.57-70.
- Leon-Portilla, Miguel, ed. 1992. *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Boston, MA: Beacon Press, chapters 5-6, pp.37-55.
- Las Casas, Bartolomé de. 2004 [1552]. *A Short Account of the Destruction of the Indies*. New York, NY: Penguin Books, "New Spain," pp.42-56.

PART I: DYNAMICS OF THE COLONIAL ENTERPRISE

Monday, January 30: Colonialism—An Introduction

- Young, Crawford. 1994. *The African Colonial State in Comparative Perspective*. New Haven, CT: Yale University Press, chapter 3, pp.43-76.

Wednesday, February 1: Stages and Strategies of Colonization I

- Abernethy, David. 2000. *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980*. New Haven, CT: Yale University Press, chapters 5, pp.81-103.

Monday, February 6: Stages and Strategies of Colonization II

- Abernethy, David. 2000. *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980*. New Haven, CT: Yale University Press, chapters 6 & 7 (selections), pp.104-143.

Wednesday, February 8: Economic Dimensions of Colonialism I

- Fieldhouse, D. K. 1973. *Economics and Empire: 1830-1914*. Ithaca, NY: Cornell University Press, chapters 1, 2 and 4 (selections), pp.3-21, 63-87.

Monday, February 13: Economic Dimensions of Colonialism II

- Fieldhouse, D. K. 1973. *Economics and Empire: 1830-1914*. Ithaca, NY: Cornell University Press, chapters 10 & 12 (selections), pp. 312-340 & 415-437.

Wednesday, February 15: Colonial Policy

- Furnivall, J.S. 1948. *Colonial Policy and Practice: A Comparative Study of Burma and Netherlands India*. Cambridge, UK: Cambridge University Press, chapter XI, pp.408-467.

Monday, February 20: Moral Dimensions of Colonialism I

- Kipling, Rudyard. 2013 [1888]. *The Man Who Would be King*. Middletown, DE: Read Books Ltd, pp. 5-60.

Wednesday, February 22: Moral Dimensions of Colonialism II

- Ranger, Terrence. 2000. "The Invention of Tradition in Colonial Africa." In Hobsbawm, Eric and Terrence Ranger, eds. *The Invention of Tradition*. Cambridge, UK: Cambridge University Press, pp.211-262.
- Macaulay Babington, Thomas. 1835. "A Minute on Indian Education," 8pp.

Monday, February 27: Moral Dimensions of Colonialism III

- Dirks, Nicholas. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton, NJ: Princeton University Press, chapter 9, pp.173-197.
- Orwell, George. 1970 [1936]. "Shooting an Elephant" in *A Collection of Essays*. New York, NY: A Harvest Book, pp.148-156.

Wednesday, March 1: Economic Exploitation

- Hochschild, Adam. 1999. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. New York, NY: Houghton Mifflin, chapters 8, 15 & 18 (selections): pp. 115-139, 225-234, 275-283.

Monday, March 6: Colonizer vs. Colonized

- Conrad, Joseph. 2008 [1899]. *Heart of Darkness*. New York, NY: Signet Classics.

Wednesday, March 8: Abuses Punished?

- Burke, Edmund. 1788. "Speech in Opening the Impeachment of Warren Hastings, Esq., Late Governor-General of Bengal," pp.209-260.

Monday, March 13: Religion [Mid-term Quiz]

- Wa Thiong'o, Ngugi. 2008 [1956]. *The River Between*. Johannesburg, South Africa: Heinemann.

Wednesday, March 15: NO CLASSES

DEADLINE: First draft of Essay 1 due on March 15 by midnight

Monday, March 20: SPRING BREAK

Wednesday, March 22: SPRING BREAK

Monday, March 27: Negotiating Colonialism

- Tagore, Rabindranath. 2005 [1915]. *The Home and The World*. New York, NY: Penguin Books.

Wednesday, March 29: Post-colonial Transition

- Carpentier, Alejo. 2006 [1949]. *The Kingdom of This World*. New York, NY: Farrar, Straus and Giroux, Part Three, pp.99-150.

Monday, April 3: Radical Rejection of the Colonial

- Fanon, Frantz. 2005 [1961]. *The Wretched of the Earth*. New York, NY: Grove Press, "On Violence," pp.1-52.

DEADLINE: Final draft of Essay 1 due on March 29 by midnight

PART II: COLONIAL LEGACIES

Wednesday, April 5: Historical Legacies

- Nunn, Nathan. 2014. "Historical Development." In Philippe Aghion and Steven Durlauf, eds., *The Handbook of Economic Growth*, volume 2., pp. 347-369, 376-385.

Monday, April 10: Demographic Impact of Colonialism I

- Newson, Linda. 2005. "The Demographic Impact of Colonization." In Victor Bulmer-Thomas, John Coatsworth, and Roberto Cortes-Conde, eds. *The Cambridge Economic History of Latin America, vol.1*. Cambridge, UK: Cambridge University Press, pp. 143-184.

Wednesday, April 12: Demographic Impact of Colonialism II

- Nunn, Nathan and Leonard Wantchekon. 2011. "The Slave Trade and the Origins of Mistrust in Africa" in *American Economic Review* 101 (December): 3221-3252.

THURSDAY, APRIL 13: Human Capital [RESCHEDULED]

- Woodberry, Robert. 2011. "Religion and the Spread of Human Capital and Political Institutions: Christian Missions as a Quasi-Natural Experiment." In Rachel McCleary, ed. *The Oxford Handbook of the Economics of Religion*. Oxford: Oxford University Press, pp. 111-131.
- Lankina, Tomila and Lullit Getachew. 2011. "Mission or Empire, Word or Sword? The Human Capital Legacy in Postcolonial Democratic Development" in *American Journal of Political Science* 56(2): 465-483.

Monday April 17: NO CLASS

Wednesday, April 19: NO CLASS

Saturday, April 22: NO CLASS

MONDAY, APRIL 24: Democracy [RESCHEDULED]

- Bernhard, Michael, Christopher Reenock and Timothy Nordstrom. 2004. "The Legacy of Western Overseas Colonialism on Democratic Survival" in *International Studies Quarterly* (48): 225-250.
- Lange, Matthew. 2005. "British Colonial State Legacies and Development Trajectories: A Statistical Analysis of Direct and Indirect Rule." In Matthew Lange and Dietrich Rueschemeyer, eds. *States and Development: Historical Antecedents of Stagnation and Advance*. New York, NY: Palgrave Macmillan, pp. 117-140.

Wednesday, April 26: Rule of Law

- La Porta, Rafael, Florencio Lopez-de-Silanes, Andrei Shleifer, and Robert Vishny. 1998. "Law and Finance" in *Journal of Political Economy* 106(6): 1113-1155.

SUNDAY, APRIL 30: State Capacity [RESCHEDULED]

- Herbst, Jeffrey. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton, NJ: Princeton University Press, chapter 4 (pp. 97-136)

Monday, May 1: Economic Development

- Rodney, Walter. 2012 [1973]. *How Europe Underdeveloped Africa*. London, UK: Pambazuka Press, chapter 6 (extract), pp.205-223.
- Boahen, A. Adu. 1987. *African Perspectives on Colonialism*. Baltimore, MD: The Johns Hopkins University Press, chapter 4, pp.94-112.

Wednesday, May 3: Nationalism I

- Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York, NY: Verso, chapter 7, pp.113-140.
- Davidson, Basil. 1992. *The Black Man's Burden: Africa and the Curse of the Nation-State*. New York, NY: Random House, chapter 7 (extract), pp.197-218.

Monday, May 8: Nationalism II

- Darden, Keith and Anna Grzymala-Busse. 2006. "The Great Divide: Literacy, Nationalism, and the Communist Collapse" in *World Politics* 59: 83-115.

DEADLINE: First draft of Essay 2 due on May 6 by midnight

Wednesday, May 10: Ethnic Cleavages and Conclusion [Final Quiz]

- Mamdani, Mahmood. 2002. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton, NJ: Princeton University Press, chapters 1 and 3 (pp. 19-40 and 76-102).

DEADLINE: Final draft of Essay 2 due on May 15 by midnight