

CSS 340: Junior History Tutorial
Post-Imperial History, 1945-1990
(Spring 2018)

Time: F, 2-4:00

Bldg/room: PAC 422

Tutor: Prof. E. Grimmer-Solem

Office: PAC 414

Office hours: t.b.a.

Phone: x-2397

E-mail: egrimmer@wesleyan.edu

Homepage: <http://egrimmer.web.wesleyan.edu/>

Course description:

This tutorial will survey selected themes and subjects in the postwar history of former European colonies and imperial possessions, focusing specifically on the process of decolonization and nation building in Africa, the Middle East, South Asia and Southeast Asia. The tutorial will consider the legacy of imperialism, the development of nationalism and independence movements, and the challenges posed to newly independent states in the context of the Cold War. It will also analyze the problems of trade relations with the West and the challenge of sustained economic development. The tutorial aims to compliment the sophomore history tutorial (CSS 240) by building on its methods and foundations to broaden the horizon in order to consider the processes of modernization in a non-European setting. Throughout we will be testing the possibilities and limits of post-colonial theory as a tool for analyzing the postwar history of select countries in Sub-Saharan Africa, the Middle East, the Indian subcontinent, and former Indochina. The tutorial aims to impart a basic understanding of the postwar history of former European colonies and develop some of the skills needed to write longer research papers.

Course requirements:

Your grade in this tutorial will be calculated on the basis of three components:

- 1) Participation: 20%
- 2) Six 3-4 page response papers (10% each): 60%
- 3) Research prospectus (5-7 pages) and in-class presentation: 20%

Over the course of the first six weeks of this tutorial, you will be writing a response paper of 3-4 pages for each tutorial session. This paper must be completed and submitted before the start of class. Together these papers will make up 60% of your final grade. Thorough preparation and active participation in the tutorial are expected

and will make up 20% of your final grade. A research prospectus of 5-7 pages will be completed before the last tutorial and accompanied by an in-class presentation, which together will count 20% toward your final grade. Late papers will not be accepted. Full attendance is mandatory. An unexcused absence can lead to dismissal from the tutorial and a failing grade.

Required texts:

1. Chinua Achebe, *Things Fall Apart* (New York: Anchor, 1994). **ISBN-13: 978-0385474542** (or any other edition)
2. Robert H. Bates, *Prosperity and Violence: The Political Economy of Development* (New York and London: Norton, 2001). **ISBN-13: 978-0393933833**
3. Frederick Cooper, *Africa since 1940: The Past of the Present* (Cambridge: Cambridge University Press, 2002). **ISBN-13: 978-0521776004**
4. Andrew X. Pham, *The Eaves of Heaven: A Life in Three Wars* (New York: Harmony, 2008) **ISBN-13: 978-0307381217**
5. Salman Rushdie, *Midnight's Children: A Novel* (New York: Penguin, 1980). **ISBN-13: 978-0812976533** (or any other edition)
6. Tayeb Salih, *Season of Migration to the North*, trans. Laila Lalami (New York: NYRB, 2009 [1969]). **ISBN-13: 978-1590173022** (or any other edition)
7. A packet of readings available as PDF files from the course Moodle page.

Guidelines for response papers:

Identify the most important theme or problem encountered in the readings and the most significant analytical question it raises. An analytical question is one that asks "how" or "why". Such questions can be phrased in different ways and need not start with "how" or "why," but what they all have in common is that they allow you to begin to analyze and interpret the thought, values, intentions or purposes of the readings. Analytical questions also often require you to extend specific ideas or arguments in readings to other settings or infer conclusions. After briefly introducing your theme and raising your question in your opening paragraph, respond to your question in the rest of the paper developing an argument supported by references to the readings. Your response paper should focus as much as possible on the primary sources (except for weeks 1 & 6), and for the purposes of this tutorial the assigned novels (weeks 2-4) and memoir (week 5) will also count as primary sources. Except in weeks 1 and 6, secondary sources are there to provide background and context for your analysis of the primary sources. Do not focus on them in your response papers.

Important things to keep in mind (please read carefully):

- Develop an argument in response to a question. All historical analysis is driven by questions that invite interpretation and argumentation. The purpose of the response paper exercise is **not** to practice writing 3-4 page papers; rather, it is to get you to learn the process of devising manageable research questions and developing your own sustained arguments for independent research. Approach each response paper as if it were a preliminary sketch for a 20-page paper.
- Be concise. It's impossible to integrate all of the readings into a paper of 3-4 pages. You should focus only on those readings relevant to your question and argument. Don't exceed the page limit!
- Don't be simplistic. Historical processes are often complex, so be sensitive to the workings of structure, culture, agency and contingent factors in history. Short response papers are no excuse for reductive or simplistic arguments that ignore this complexity.
- Don't moralize or prescribe. It's not your task to ride a moral high horse through the past or to suggest policy after the fact. Don't judge—seek to understand how or why things unfolded as they did and try to interpret why people thought and acted as they did in their historical context.
- Avoid presentism. Don't interpret the past in terms of present-day values or worldviews, and don't assume people in the past had the same values or assumptions that you have. Think and argue with a contextual perspective, and always use the past tense when discussing people or events of the past.
- Use only the Chicago footnotes-bibliography referencing style. This style is standard for the discipline of history and is outlined in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007), chapters 15-16 (in Moodle), as well as in the [Chicago-Style Citation Quick Reference Guide](#). Footnotes appear at the bottom of the page on which references are being made in the running text of your paper. A footnote number should normally only be inserted at the end of full sentences and after terminal punctuation. The corresponding footnote should be single-spaced and in 10 point font. A first footnote gives full information about the author, source, and page number to which you are referring. It should look like this:

¹ Robert H. Bates, *Prosperity and Violence: The Political Economy of Development* (New York and London: Norton, 2001), 56.

An immediately sequential footnote to the same source and page number should use the abbreviation "Ibid" in the footnote for the Latin term *ibidem* ("in the same place"). It should look this:

² Ibid.

If a different page number to the same source is being referenced:

³ Ibid., 71.

If you refer to another source in the next footnote but then refer back to a source already cited in full in an earlier footnote in the next footnote, give only a short version of this source in that footnote (last name, short title, and page number), e.g.:

⁴ Andrew X. Pham, *The Eaves of Heaven: A Life in Three Wars* (New York: Harmony, 2008), 216.

⁵ Bates, *Prosperity and Violence*, 80.

⁶ Pham, *Eaves of Heaven*, 217-19.

- Double space your papers, provide 1 ¼-inch left and right, 1- inch top and bottom margins, paginate, and use a font no smaller than 12 points in your running text. Failure to abide by these formatting rules, keep to the page limit, or use proper footnotes will result in an automatic 1/3 letter grade reduction of your paper for each instance of such failure.
- Submit your paper to the course Moodle as a PDF file before the start of class, as it will be graded and returned to you electronically (no paper submissions). Name your file by last name and week number (e.g., Smith_week_1.pdf). Late papers (i.e., anything submitted after 2:00 pm Friday) will not be accepted.

Computers in class:

Numerous studies, among them by Risko et al. (2013) in *Computers & Education*, have shown that students using computers in classes are easily distracted by such things as e-mail, messaging, social media and web surfing, all of which significantly reduce attention to, and retention of, course material. Likewise, experiments conducted by Sana and Weston (2013) show that classroom computer use actually lowers grades on quizzes and exams. Another recent experimental study shows that taking notes on a computer is inferior to taking them in longhand in terms of learning and retention of content for quizzes and exams. This study, by Oppenheimer and Mueller (2014) in *Psychological Science*, showed that students who took longhand notes performed significantly better on quizzes with conceptual questions than those taking notes on a computer. The study also showed that longhand note takers were much better at retaining content for examinations than computer note takers. This is due to the superiority of the thinking and distilling processes that takes place when taking notes by hand over the verbatim note taking that tends to take place when using a computer. For these reasons, I request that you do not use a computer or other electronic devices in class to take notes. Computers or tablets are admissible in class only for accessing scanned readings.

Students with disabilities:

Wesleyan University provides reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services and making their requests for accommodation known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible—by the end of the 1st week of the tutorial at the very latest—so that appropriate arrangements can be made. The procedures for registering are outlined on the Office of Student Affairs Accessibility Services [website](#).

Tutorial schedule:

WEEK 1: Colonialism, Orientalism, and Global History

- 1) Cohn, *Colonialism and its Forms of Knowledge*, 3-15. **(Moodle)**
- 2) Said, *Orientalism*, xv-15, 31-49, 95-110, 201-21, 284-302, 329-52. **(Moodle)**
- 3) Porter, "Orientalism and its Problems," in Williams and Crisman, eds., *Colonial Discourse and Post-Colonial Theory*, 150-61. **(Moodle)**
- 4) Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourse," in Williams and Crisman, eds., *Colonial Discourse and Post-Colonial Theory*, 196-220. **(Moodle)**
- 5) Hunt, *Writing History in the Global Era*, 13-43, 119-51. **(Moodle)**

Note: all readings for week one are available on Moodle.

WEEK 2: Africa

- 1) Cooper, *Africa Since 1940*. (whole book)
- 2) Springhall, *Decolonization Since 1945*, 106-85. **(Moodle)**
- 3) Achebe, *Things Fall Apart*. (whole book)
- 4) Historical documents: Williams and Crisman, eds., *Colonial Discourse and Post-Colonial Theory*, 27-52; Collins, ed., *Documents from the African Past*, 331-62; Worger et al. eds., *Africa and the West*, 347-55, 368-72, 398-404. **(Moodle)**

WEEK 3: The Middle East

- 1) Goldschmidt and Davidson, *A Concise History of the Middle East*, 9th ed., 215-396. **(Moodle)**
- 2) Springhall, *Decolonization Since 1945*, 81-105. **(Moodle)**
- 3) Salih, *Season of Migration to the North* (whole book).
- 4) Historical documents: Gettleman and Schaar, eds., *The Middle East and Islamic World Reader*, 125-35, 176-211, 253-65, 288-93, 303-306. **(Moodle)**

WEEK 4: South Asia

- 1) Bose and Jalal, *Modern South Asia*, 109-206. **(Moodle)**

- 2) Springhall, *Decolonization Since 1945*, 65-81. **(Moodle)**
- 3) Rushdie, *Midnight's Children*. (whole book)
- 4) Historical documents: Hay, ed., *Sources of Indian Tradition*, 243-50, 256-65, 304-19, 349-52, 359-78, 379-87, 393-411. **(Moodle)**

WEEK 5: Southeast Asia

- 1) Jamieson, *Understanding Vietnam*, 1-41, 176-376. **(Moodle)**
- 2) Springhall, *Decolonization Since 1945*, 31-64. **(Moodle)**
- 3) Pham, *The Eaves of Heaven* (whole book).
- 4) Historical documents: Long, ed., *Before the Revolution*, 205-18 **(Moodle)**;
[Ho Chi Minh, Vietnamese Declaration of Independence](#) (1945)
[The Final Declarations of the Geneva Conference](#) (1954)
[Le Duan, "The Path of Revolution in the South"](#) (1956)
[Robert S. McNamara's Memo to President Johnson](#) (1965)
[Le Duan, Letters to the South](#) (1965)

WEEK 6: Prosperity and Poverty after Empire

- 1) Acemoglu and Robinson, *Why Nations Fail*, 45-69, 245-73, 368-403, 428-62. **(Moodle)**
- 2) Bates, *Prosperity and Violence* (whole book).
- 3) North, Wallis, Webb and Weingast, eds., *In the Shadow of Violence*, 1-109, 112-148, 198-232, 328-350. **(Moodle)**

WEEK 7: Research Prospectus

The aim of the final week is to draft a prospectus for a future research paper. The only provisos on your choice of topic are that it should be something that has been encountered in the readings or discussed in class and can be managed in a 15-20 page paper. Once you have narrowed down the topic, you will begin to research the relevant literature. Consult Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007), chapters 3-5 for valuable tips and research guidelines. Your prospectus should be the product of careful thought about your topic based on preliminary reading of the additional sources you have found. It should be focused and clear, not exceeding 7 typescript pages. Please follow this format:

- 1.) **What.** What is the topic? Define its scope—how broad or narrow will it be?
- 2.) **Why.** Why are you investigating what you've chosen? What makes the topic or problem important, interesting or significant? Why should anyone care?

- 3.) **Research Question.** What is the question you seek to address? Why is that interesting or important?
- 4.) **Methods.** What approach will you be taking in investigating your topic? What specific premises, assumptions and/or theories (if any) guide your research? What opportunities and problems do these premises and/or theories present for your project? How will you remedy some of these potential problems?
- 5.) **Thesis.** What preliminary thesis have you developed in response to your research question? What are the supporting arguments of that thesis? What evidence is needed in order to adequately substantiate this thesis and its supporting arguments?
- 6.) **Bibliography.** Beyond the readings we have used in class, what other sources on your topic have you found and consulted? Please compile a working bibliography with at least 8 published secondary sources (books or journal articles). Also, identify at least 2 significant primary sources relating to your chosen topic. Make full use of the resources available in the Olin Library, including catalogues, indices, and databases (e.g., Historical Abstracts, EconLit and others), full-text electronic storage of books and journals (e.g., JSOR and others) as needed. In drafting your bibliography, differentiate between primary and secondary sources, listing primary sources first.
- 7.) **Discussion of sources.** Briefly discuss how you will use the two most important sources you have found. What are their respective strengths and weaknesses? How will you remedy the problems or limitations of these sources?

A final draft of the research prospectus must be submitted to Moodle before the last tutorial. Each student will give a 5-7 minute presentation and briefly field questions about their research projects in class, so come prepared!