HH4010 (Semester 1, AY2019-20)
Dissent, Resistance, Rebellion
Tuesdays, 9.30 am - 1.30 pm

Course Instructor: Dr. Tapsi Mathur

Course Description:
This course will examine anticolonial thought and movements in response to the British Empire in the nineteenth and twentieth centuries. Our primary focus will be on the response of colonized peoples to the expansion and consolidation of the British Empire as it spread across the globe through the means of both formal and informal rule. We will also examine the roots of anticolonial thought and action in broader struggles against imperialism, as well as instances of transnational solidarity drawing upon anticolonial movements. The case studies will cover grassroots and popular social movements from the Haitian Revolution to decolonization in Asia and Africa, particularly focusing on cases where small or disempowered groups (successfully or unsuccessfully) challenged the majority or existing power structures. What do these movements have in common? What inspires them? What strategies are used? What makes them succeed or fail? This course will also examine the role that such movements have had in shaping the course of history and effecting social, economic, and political change.

Prerequisites: HH1001 (this course is intended for 3rd and 4th year students)
Academic Units: 4 AUs

Course Goals:
By the end of the course, students will be able to:
➢ Develop an understanding of change and continuity in the British Empire.
➢ Apply critical perspectives to anticolonial resistance.
➢ Assess disparate accounts of a historical event and create an evidence-based interpretation.
➢ Construct a written argument on the basis of primary and secondary sources.

Course Website and Readings:
The NTU Learn course website is an important source of information for this subject. Useful resources such as this subject guide, links to further readings, details of assessment, and subject announcements will be available through this website. Make sure you check the website regularly for subject announcements and updates.
The primary and secondary source readings for each week will be made available online. Since we will be discussing these in class each week, please bring along copies (electronic or paper) of the readings so you can refer to them.

The additional readings listed on the syllabus are intended mainly for those preparing to lead the discussion in a particular week. These will not be made available online – you will need to find these yourself either by going to the libraries or by purchasing the books online. In addition to NTU’s libraries, don’t forget about checking for books at the Singapore Public Library and its branches.

**Course Assessments:**

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<th>Percentage</th>
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<tr>
<td>20%</td>
<td>Class Presentation and Leading Discussion (group work)</td>
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<td>20%</td>
<td>Outline and Bibliography for Final Essay</td>
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<td>40%</td>
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<td>20%</td>
<td>Participation</td>
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**Class Presentation and Discussion (20%):**

Once during the semester you will be called on to present a summary and critique of the assigned readings to the whole class and to lead discussion during the first hour of the seminar. Depending on the size of the class, this will likely be undertaken in groups. This may include lecture-style presentation as well as any activities you deem fit for introducing the class to the material. Your group will be expected to consult the additional readings/sources and to provide the essential background and context for the discussion of the readings. I will take lead in the discussion in week 1 as an example. You will sign up for one of the subsequent weeks (2-13).

**Outline and Bibliography for Final Essay (20%):**

Since we will be working on writing over the whole semester, this assignment will be a key point at which to receive feedback on your essay project. Your essay ideas should already be well developed by the mid-semester break and as such the outline must consist of (at least):

- An outline of your essay with a clear historical argument or thesis.
- List of primary sources and how you plan to use them
- Literature review of secondary sources
- Annotated Bibliography
Final Essay (40%)

Each student is required to write a 5000-word research essay. This will be a historical essay based on primary source research related to the themes of the class. The topic is up to you and should be developed in consultation with the instructor during the first few weeks of the class. Each student will be expected to meet with the instructor at least once during office hours, or by appointment, to discuss the topic they have chosen for the essay.

The final essay is the major output from this class. Producing a 5000-word essay cannot be done in the final week before it is due. It will require consistent work over the whole semester. The class is designed to allow you to do this while receiving maximum guidance from the instructor and your peers along the way.

A good essay will have the following characteristics:

➢ It will include an introduction that articulates a clear statement of your central claim and argument (thesis) and that expresses the significance of your claim and argument.
➢ It will make connections between texts and put them into conversation with one another.
➢ It will reveal your own original thinking about the readings we have discussed.
➢ It will possess a clear organizational structure that has a logical flow of ideas and that builds a persuasive argument.
➢ It will effectively support general claims and assertions with concrete evidence and examples.
➢ It will be properly and consistently cited and referenced.

Due date: Friday, 15 November, 2019, 5pm.

Participation (20%)
Participation will be noted by the instructor each week. There are two components to your participation grade.

1. Engaged Participation: During class time, you will be expected to be an engaged participant, both by contributing your own ideas as well as listening carefully and actively when the instructor or other classmates are speaking. Further, your comments should be based upon thoughtful preparation, and it is important to listen and respond respectfully to the comments of others. During discussion, remember that it is perfectly
acceptable to disagree with another person’s analysis. However, your comments should always be addressed towards the material, not another person, and you should be able to support your argument with quotes from, or analysis supported by, the reading.

2. **Writing Workshop**: The last hour or so of seminar meetings will be reserved for movie screenings and practicing writing. The plan for various weeks is given below, although I reserve the right to change this should I decide we need to work more intensively on particular aspects of the essay-writing process. During the “Writing Workshop” weeks we will be workshopping a specific aspect of writing. This will usually involve actually doing some writing, often engaging with your peers or with the instructor during this time. At the end of these sessions I will typically expect you to hand in a short piece of writing or complete some other short exercise – these will form the basis for the 20% grade assigned to this component. These will be graded on a 1, 2, 3 scale: 1 just for showing up but below average work; 2 for satisfactory work; 3 reserved for outstanding work.

**Course Policies and Expectations:**
This is an advanced seminar class intended for third and fourth year history students. This module is intended to be both an intensive reading seminar as well as a writing workshop. You are expected to complete all assigned readings before class, attend all lectures and tutorials punctually, and submit all scheduled assignments by their due dates.

**Absenteeism**
This course requires you to be in class to contribute to discussions and team presentations. These in-class activities make up a significant portion of your grade. Absence from class without a valid reason will affect your overall course grade. Valid reasons include either falling sick supported by a medical certificate, or participation in NTU’s approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for team presentations.

**Plagiarism**
Ensure that you follow appropriate citation conventions for all assignments and familiarize yourself with the University’s policies on plagiarism and collaboration. The University has recently clarified and strengthened its rules regarding plagiarism. Plagiarism does not have to be intention in order for it to count as an infringement. Start work early so you are not rushing to complete things at the last minute. Breaches will be taken very seriously and – in addition to any grade penalties – a permanent citation will be made on your student file.

**Late work and extensions:**
Any submitted work that is late will result in the deduction of one letter grade per day. Missing leading the discussion or not scheduling a discussion will result in a zero grade for that component. Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

**WEEKLY SCHEDULE**

**Week 1 August 13**

**Introduction**

**Week 2 August 20**

**The Age of Revolutions: Haiti**

*Primary Sources:*
- Michel Etienne Decourtilz, “History of the Disasters in Saint-Domingue” (1791)
- Henri Grégoire, “Letter to the Citizens of Color and Free Negroes of St-Domingue.” (1791)
- “Decree of the National Convention” (1793)
- Léger-Félicité Sonthonax, “Broadside, In the Name of the Republic.” (1793)
- Léger-Félicité Sonthonax, “Proclamation, In the Name of the Republic.” (1793)
- Toussaint Louverture, “Dictatorial Proclamation.” (1801)
- “Constitution” (1801)

All documents can be found here:[https://www.marxists.org/history/haiti/index.htm](https://www.marxists.org/history/haiti/index.htm)

*Secondary Sources:*

**Week 3 August 27**

**Abolition**

*Primary Sources:*
- Selections from Olaudah Equiano, *The Interesting Narrative* (1789).

*Secondary Sources:*
Additional Sources:
https://slavevoyages.org/
http://www.brychancarey.com/equiano/

**Week 4 September 3**
**Contested Modernities**

*Primary Sources:*
“Boxers demand death for all foreign devils” (1900)
Fei Qihao (Fei Ch'i Hao) on the Boxer Rebellion (1900)
https://sourcebooks.fordham.edu/mod/1900Fei-boxers.asp

*Secondary Sources:*

*Additional Sources:*

**Week 5 September 10 - NO CLASS (Students’ Union Day/Academic Council Meeting)**
**Note: Outline and Bibliography for the Final Essay is due this week, on September 13, at 5 pm.**

**Week 6 September 17**
**Crisis in Empire**
Additional Sources:
Photography album documenting the Morant Bay Rebellion, Jamaica 1865, and more

Week 7 September 24
Nationalism
Primary Sources:
Li Ta-chao. “Ch’ing-ch’un” (Spring), trans. Yang Hsien-yi and Gladys Yang, Chinese Literature. May 1959. 11–18. First Published in 1916.
Lu Xun, “Diary of a Madman” (1918)
Selections from Sun Yat-sen, The Three Principles of the People (1924)

Secondary Sources:

Mid-Semester Break!

Week 8 October 8
Nationalism II
Primary Sources:
Selections from MK Gandhi, Hind Swaraj (1938)

Secondary Sources:

Week 9 October 15
Gender, Empire, Nation

Week 10 October 22
Black Internationalism and Anticolonial Struggles

Week 11 October 29
Remembering Mau Mau
Selections from Wa Thiong’o, Ngũgĩ, Matigari (1986)

Week 12 November 5
Decolonization
Primary Sources:

Secondary Sources:

Additional Sources:

Week 13 November 12
The End of Empire?
Film, *The Battle of Algiers* (1966), dir. Gillo Pontecorvo

**Note:** Final Essay due Friday, **15 November, 2019, 5pm.**