**E 397 N • Literature and Theories of Decolonization**

**Instructor:** Shingavi, S  
**Unique #:**  
**Semester:** Fall 2015  
**Cross-lists:**

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**Prerequisites:** Find the appropriate prerequisites for your courses on the English Prerequisites pdf attached to this email.

**Description:** This class will cover key theoretical texts in the anti-colonial movements of the 1940s, 50s, and 60s using South Asia, Africa, and the Middle East as key sites of inquiry. The goal will be to develop an understanding both of how movements against colonialism produced theoretical and literary responses to arm the movements for decolonization as well as to develop critiques of places where those movements had stalled. There are two intellectual concerns which have led me to organize this class in this way: 1) the critique of postcolonial nation-states has led to a retroactive rejection of national liberation struggles without a coherent explanation of how those movements could have gone differently; 2) an understanding of the changing meaning and uses of the terms “imperialism” and “anticolonialism”.

**Texts:**
- Mishra, From the Ruins of Empire
- Gandhi, Hind Swaraj (1909)
- Luxemburg, The Accumulation of Capital (1913)
- Bukharin, Imperialism and World Economy (1915)
- Nehru, The Autobiography (1936)
- Rao, Kanthapura (1938)
- Senghor, Collected Poetry (1945-60)
- Cesaire, Discourse on Colonialism (1955)
- Fanon, Wretched of the Earth (1961)
- Ahmed, Occidentosis (1962)
- Kanafani, Men in the Sun (1962)
- Nkrumah, Neocolonialism (1965)
- Rodney, How Europe Underdeveloped Africa (1972)
- Cabral, Return to the Source (1973)
- Said, Orientalism (1978)
- Jayawardena, Feminism and Nationalism in the Third World (1986)
- Dangarembga, Nervous Conditions (1988)

**Requirements & Grading:** An assignment of your own design (conference paper, journal article, etc.)

**Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Th 8/27</td>
<td>Introductions</td>
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| 2    | T 9/1 | Mishra, From the Ruins of Empire  
Recommended: Tagore, Nationalism |
|      | Th 9/3 | Mishra, From the Ruins of Empire |
| 3    | T 9/8 | Gandhi, Hind Swaraj (1909)  
Recommended: Arnold, Gandhi: Profiles in Power  
Luxemburg, The Accumulation of Capital (1913)  
|      | Th 9/10 | Bukharin, Imperialism and World Economy (1915)  
Recommended: Lenin, Imperialism  
Recommended: Gluckstein, The Tragedy of Bukharin (Pluto, 1994). |
| 4    | T 9/15 | Luxemburg, The Accumulation of Capital (1913)  
Recommended: Lenin, Imperialism  
Th 9/17 | Bukharin, Imperialism and World Economy (1915)  
Recommended: Gluckstein, The Tragedy of Bukharin (Pluto, 1994). |
| 5    | T 9/22 | Bukharin, Imperialism and World Economy (1915)  
Recommended: Sumit Sarkar, Modern India, 1885-1947.
7 T 10/1 Rao, Kanthapura (1938)
8 T 10/6 Rao, Kanthapura (1938)
9 T 10/8 Senghor, Collected Poetry (1945-60)
10 T 10/13 Cesaire, Discourse on Colonialism (1955)
Recommended: Christopher Miller, “The (Revised) Birth of Negritude,” PMLA 125.3 (May 2010): 743-9
11 Th 10/15 Fanon, Wretched of the Earth (1961)
12 T 10/20 Fanon, Wretched of the Earth (1961)
13 Th 10/22 Ahmed, Occidentosis (1962)
14 T 10/27 Kanafani, Men in the Sun (1962)
15 Th 10/29 Nkrumah, Neocolonialism (1965)
Recommended: Kurt Young, “Africa Must Unite Revisited,” Africa Today 57.1 (Fall 2010).
16 Th 11/3 Cabral, Return to the Source (1973)
17 Th 11/5 Rodney, How Europe Underdeveloped Africa (1972)
18 T 11/10 Rodney, How Europe Underdeveloped Africa (1972)
19 Th 11/12 Said, Orientalism (1978)
20 Th 11/17 Said, Orientalism (1978)
21 Th 11/19 Jayawardena, Feminism and Nationalism in the Third World (1986)
Recommended: Spivak, “Can the Subaltern Speak?”
22 Th 11/24 Jayawardena, Feminism and Nationalism in the Third World (1986)
Recommended: Sangari and Vaid, Recasting Women

Policies: Documented Disability Statement: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone), or visit http://www.utexas.edu/diversity/ddce/ssd.

Honor Code: (recommended, sample) The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Integrity: (recommended, sample) Any work submitted by a student in this course for academic credit will be the student’s own work. For additional information on Academic Integrity, see http://deanofstudents.utexas.edu/sjs/acadint.php.

Religious Holy Days: (recommended, sample) By UT Austin policy, you must notify me of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in
order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

*Other*: additional policies, as desired (Q-drop, cell phone/computer, e-mail correspondence, BCAL, writing center).

**Web Site**: Canvas or another class website (if any).