



HIST 597.01E and HIST 597.1SE Postcolonial Theory

Spring 2026

Time: M 4.30–7.20 pm
Room: SS 304

INSTRUCTOR INFORMATION

Instructor: Dr Kuracina
Office Location: Ferguson 127
Office Hours: MWF 10 am – 12 pm and by appointment
University Email Address: William.Kuracina@etamu.edu
Preferred Form of Communication: ***email***
Communication Response Time: usually within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Course materials are listed below.

- Paul Carter, *The Road to Botany Bay: An Exploration of Landscape and History* (Chicago: University of Chicago Press, 1987).
- Dipesh Chakrabarty, *Provincializing Europe*, (Princeton: Princeton University Press, 2001).
- Franz Fanon, *The Wretched of the Earth*, (New York: Grove Press, 1986).
- Leela Gandhi, *Postcolonial Theory: A Critical Introduction*, 2nd edition, (Columbia University Press, 2019).
- Ranajit Guha, *Dominance Without Hegemony: History and Power in Colonial India*, (Cambridge: Cambridge University Press, 1997).
- Lata Mani, *Contentious Traditions: The Debate on Sati in Colonial India*, (Berkeley: University of California Press, 1998).

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- Timothy Mitchell, *Colonizing Egypt*, (Berkeley: University of California Press, 1991).
- Edward Said, *Orientalism*, (New York: Random House, 1979).
- Carmel Shrire, *Digging Through Darkness: Chronicles of an Archaeologist*, (Charlottesville, VA: University of Virginia Press, 1995). **Excerpts found in D2L**
- Gayatri Spivak, "Can the Subaltern Speak?" **Article found in D2L**
- Meyda Yegonoglu, *Colonial Fantasies: Towards a Feminist Reading of Orientalism*, (Cambridge: Cambridge University Press, 1998).

Optional Texts and/or Materials: The instructor may upload additional materials into the LMS, from time to time throughout the semester, according to the course calendar and accompanied by appropriate announcements from the instructor.

Please consult the instructor about supplemental reading materials that may help you better digest the concepts that we discuss throughout this course.

Course Description

Our history gets longer every day, and the events of the past equally can become more remote or less relevant with each passing day.

The mid-Twentieth-Century breakup of the great colonial empires produced a new awareness about writing history. Specifically, scholars began to realize and recognize that the particular pasts of colonial societies and peoples could and even should be reconsidered given the cultural, political, and economic legacies of colonialism. Postcolonial theory collectively represents a scholarly attempt to reclaim the history of colonized people in ways that divorce the history from legacies of colonialism. This endeavor has produced ideas about a Western gaze or a Western "othering" of the non-West accompanied by cultural relativities that repeat across time; it considers power dynamics and structures that altered or replaced cultures or languages or traditions, a blending rhetorically emphasizing "progress" or "modern" but in reality expressing dominance and oppression; it investigates the ways that subaltern peoples were marginalized by colonial authorities and by histories about colonized peoples; it explores intersections between representation and identities while challenging the colonizers' stereotypes about subject peoples. Altogether, postcolonial theory represents a sort of academic reclamation project, an attempt to divest histories and cultures and identities from the domination of colonial power and the legacies of colonialism.

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Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, ETAMU students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.

Student Learning Outcomes are assessed by the Comprehensive Analysis assignment.

COURSE REQUIREMENTS

Instructional Methods

Attendance

You must attend class to be where the action is. Each class session, the instructor takes attendance, because attendance is *necessary* for success: Attending class directly equals success in the class, just as it generally means success in any aspect of your life — you must exercise to benefit from the exercise. Attendance grading reflects this philosophy — each day of class is worth 5 points.

Discussion

Every class session will be a group conversation that seeks to answer one or more key questions about the week's assignment. That dialogue means to help inform historiographical perspectives while honing your critical thinking skills.

- 5 points — you are attending but not contributing or engaged with the class
- 6 points — you are following the discussion, but are an observer rather than a contributor (it also is the default grade for excused absences)
- 7–8 points — you sometimes offer talking points or observations
- 9–10 points — you are contributing frequently and in ways that advance the conversation in meaningful directions

Breakout Group Discussion

Learning does not occur in a vacuum, and we all can benefit from the opinions and insights offered by someone else. You will be assigned by the instructor into small discussion groups. These group members are expected to use the D2L discussion board for their own discussions about weekly reading assignments — we begin to digest this information through our discussion posts. In other words, you are expected to seek some preliminary answers through these discussions, to be better prepared for the large-group conversations that will occur as in-class discussion.

Within the breakout group forum, you are expected to:

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- 1) contribute your preliminary analysis of the reading assignment (typically something that jumps out at you) and
- 2) respond to at least one other group member's observations.

This setup means that each of you will be better prepared for our weekly class discussions.

Discussion posts will be assessed as follows:

- 5 points — you summarize rather than analyze, or your comments are about the content rather than the historiography
- 6–7 points — you are analyzing the assignment and engaging with the historiography, but analysis and engagement are tentative or cursory
- 8–9 points — you are assertively critiquing (positively and negatively) the assignment, and especially are offering meaningful insights about how the assignment ought to be improved or enhanced
- 0–1 point — you effectively responded to a colleague's discussion post

Journal entries

Each week, you will compile your analysis of the week's material into a journal entry. It is a critical analysis of the week's reading assignment. This report should connect with the discussion or lecture from the week; it could consider further areas that could be explored with additional research; it could raise questions that remain unanswered; it could sketch today's relevance related to past events. Most importantly, your journal entry should attempt to make analytical sense of the reading assignment, and ambitiously it could consider the historical context experienced by each author. You will submit each response into D2L for the instructor's review, and the assignment will be graded for its analysis, its thoughtfulness, its context, its quality of overall impressions, its connections to historical context or to present relevance, etc. *It also must appropriately cite sources that you reference, of course using proper citation methods.*

- 0–3 points — your remarks summarize the argument(s) within the week's assignment
- 0–4 points—you effectively critique the assignment
- 0–5 points — you logically incorporate comments made during our discussion of the assignment
- 0–3 points — you offer meaningful suggestions about improving the
- 0–3 points — your comments are making connections to trends that we've identified and discussed
- 0 or 2 points — you properly cite sources

Comprehensive Assessment (Conclusion Journal Entry)

If you have completed journal entries in a constructive way, you have essentially prepared the basis for an annotated bibliography – you've assessed the arguments and the evidence used, you've framed opinions about the trustworthiness of each monograph or article, *you've positioned yourself within the conversation about postcolonial theory.* This final assignment asks

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you to make some comprehensive sense out of the material we've read and the discussions we've had.

Additional details and expectations for this comprehensive assessment can be found in D2L.

Student Responsibilities or Tips for Success in the Course

PACE YOURSELF! Please remember that all assignments have specific due dates within the syllabus. This sort of outlining is designed to empower you to manage this class and all of your other coursework throughout the semester. Be aware of deadlines, be careful not to miss assignments, be sure to attend class—courses always have a way of snowballing when permitted, so please diligently avoid procrastination and all of the other ways you might end up sabotaging your own success.

Attendance policy

Students are expected to attend every class, so they are in the classroom to participate during the discussions and learn from the lectures. Each unexcused absence beyond two (2) instances will result in a 10% reduction of the attendance grade; two unexcused absences also will trigger a report to the student's academic adviser. Excessive absences (more than 5 unexcused absences) may result in a failing grade for the course, at the instructor's discretion.

Students should inform the instructor if there is a legitimate reason (illness, emergency, etc.) for missing an exam. Students should contact the instructor within 48 hours of the missed exam to schedule a make-up exam; failure to contact the instructor may forfeit the possibility of making up a missed exam.

Non-documented excuses for absences generally are not accepted by the instructor, but can be accepted at the instructor's discretion. If you must travel for university business (for example, with an athletic team), then please inform the instructor ahead of time.

Participation

Students are expected to complete the reading assignments for this class on-time. Students also should be prepared to discuss reading assignments as part of the class discussion, or within lectures, or as scheduled group work. Occasional in-class writing assignments may be used by the instructor in place of discussions, as necessary if participation in our conversation lags.

Please bring questions to class, and please interrupt lecture to ask questions about the material, or to provoke the instructor to further explain some point made during the class.

Important note: Students must create and sustain an open intellectual learning environment that fosters comfortable discussion. Students are expected to listen to the comments and questions from classmates with an open mind and while clearly respecting viewpoints that

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might be different from their own. This sort of open environment is necessary for us to properly function as historians – we should avoid judging the people of the past, we cannot dismiss historical actors’ behaviors because we perceive them to have been “wrong;” we must be open to understanding why people of the past behaved as they did, so that we can learn from their experiences to inform our own.

Reading

Students must complete reading assignments **before** we begin the class session when they are discussed (example: the Lata Mani assignment must be read before we begin discussing Lata Mani’s book).

All reading assignments include content covered during class discussions and lectures and other class work; all reading assignments equally include materials that are not part of those conversations or lectures. You are responsible for completing all reading assignments, and you are responsible for all of the material within reading assignments that may not be covered during a class session (this content may appear on quizzes or written assignments).

GRADING

Final grades in this course will be based on the following scale:

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|------------------|--------------------------|
| A = 90%-100% | A = 720 – 800 points |
| B = 80%-89% | B = 640 – 719 points |
| C = 70%-79% | C = 560 – 639 points |
| D = 60%-69% | D = 480 – 559 points |
| F = 59% or Below | F = less than 480 points |

Attendance — each class meeting = 5 points	60 points
Discussion (in class) — each class meeting = up to 10 points	130 points
Breakout Group Discussion — each discussion posts = up to 10 points	120 points
Journal Entries — each journal entry = up to 20 points	240 points
Comprehensive Assessment	250 points
TOTAL	800 points

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

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LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Students are encouraged to contact the instructor anytime, whenever the need occurs. Clear communication with the instructor means that your learning processes can be better supported. Outside of the classroom (or, immediately before/after class sessions), the best way to contact the instructor is by email (William.Kuracina@etamu.edu), or to visit during posted office hours. The instructor also can schedule a meeting at your convenience – please inquire.

The syllabus/schedule are subject to change.

Do not hesitate to contact the instructor about any concerns or difficulties you may be experiencing – I want to help you solve any problems you might have, but I can only assist you if you make me aware of what is going on with you.

The instructor commits to responding to emails and questions within 24 hours (weekends are an exception, please expect 48 hours). The instructor does not reply to emails after 10pm. Please remember to use proper email etiquette when communicating, and please also remember to include specific details (your full name, the class, etc.), because this information will help me help you.

Statement on Student Grievances

Students who have questions of concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event that the matter is not satisfactorily resolved, the student may bring their concerns to the head of the history department, Dr Sharon Kowalsky (Sharon.Kowalsky@etamu.edu). If again the matter is not satisfactorily concluded, students may bring the issue to the Associate Dean of Students per procedures outlined on p. 15 of the [Student Guidebook](#).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Classroom behavior

Generally, please avoid being a distraction to other students or to the instructor. Please take care of personal needs before class begins. Please remember to mute mobile devices. Please feel free to use your mobile devices for notetaking, but please stay off mobile devices during class for personal use. Although you think that you can subtly multitask this way, you cannot—it is a distraction, and if I notice it, everyone around you notices it, too.

The university's faculty members expect that all work submitted for grades is work that the students themselves have completed on their own. University policy insists that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be permitted. Please also see below, "Academic Integrity." Before you make a mistake regarding academic integrity, please ask the instructor about anything that might potentially violate this policy.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at ETAMU are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI Use in Courses

ETAMU acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 [Undergraduate Academic Dishonesty](#)

13.99.99.R0.10 [Graduate Student Academic Dishonesty](#)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

ETAMU will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of

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Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

Week 1 1 – 7 February

2 February (Monday)	<i>Class meets</i>	Introduction to the course, introductions to the class
3 February (Tuesday)		Complete discussion post
4 February (Wednesday)		Complete journal entry

Section 1: The Colonial Order

Prospero and Caliban

Week 2 8 – 14 February

8 February (Sunday)		Complete discussion post for Carter
9 February (Monday)	<i>Class meets</i>	Discussion of Carter, <i>The Road to Botany Bay</i>
11 February (Wednesday)		Complete journal entry for Carter

Week 3 15 – 21 February

15 February (Sunday)		Complete discussion post for Fanon
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16 February (Monday)	<i>Class meets</i>	Discussion of Fanon, <i>Wretched of the Earth</i>
18 February (Wednesday)		Complete journal entry for Fanon

Orient and Occident

Week 4 22 – 28 February

22 February (Sunday)		Complete discussion post for Said
23 February (Monday)	<i>Class meets</i>	Discussion of Said, <i>Orientalism</i>
25 February (Wednesday)		Complete journal entry for Said

Week 5 1 – 7 March

1 March (Sunday)		Complete discussion post for Mitchell
2 March (Monday)	<i>Class meets</i>	Discussion of Mitchell, <i>Colonizing Egypt</i>
3 March (Wednesday)		Complete journal entry for Mitchell

March 8 – 15 is Spring Break

Settlement

Week 6 15 – 21 March

15 March (Sunday)		Complete discussion post for Shrire
16 March (Monday)	<i>Class meets</i>	Discussion of Shrire, <i>Digging Through Darkness</i>
18 March (Wednesday)		Complete journal entry for Shrire

Gender and the Colonial Predicament

Week 7 22 – 28 March

22 March (Sunday)		Complete discussion post for Mani
23 March (Monday)	<i>Class meets</i>	Discussion of Mani, <i>Contentious Traditions</i>
25 March (Wednesday)		Complete journal entry for Mani

Week 8 29 March – 4 April

29 March (Sunday)		Complete discussion post for Yegenoglu
30 March (Monday)	<i>Class meets</i>	Discussion of Yegenoglu, <i>Colonial Fantasies</i>
1 April (Wednesday)		Complete journal entry for Yegenoglu

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Section 2: After Colonialism

The Subaltern Studies Debate

Week 9 5 – 11 April

5 April (Sunday)		Complete discussion post for Spivak
6 April (Monday)	<i>Class meets</i>	Discussion of Spivak, "Can the Subaltern Speak?"
8 April (Wednesday)		Complete journal entry for Spivak

Rethinking Colonial Pasts

Week 10 12 – 18 April

12 April (Sunday)		Complete discussion post for Guha
13 April (Monday)	<i>Class meets</i>	Discussion of Guha, <i>Dominance without Hegemony</i>
15 April (Wednesday)		Complete journal entry for Guha

Week 11 19 April – 25 April

19 April (Sunday)		Complete discussion post for Chakravarti
20 April (Monday)	<i>Class meets</i>	Discussion of Chakravarti, <i>Provincializing Europe</i>
22 April (Wednesday)		Complete journal entry for Chakravarti

The Postcolonial intervention

Week 12 26 April – 2 May

26 April (Sunday)		Complete discussion post for Gandhi
27 April (Monday)	<i>Class meets</i>	Discussion of Gandhi, <i>Postcolonial Theory</i>
29 April (Wednesday)		Complete journal entry for Gandhi

Conclusions

Week 13 3 – 9 May

3 May (Sunday)		
4 May (Monday)	<i>Class meets</i>	Conclusions
6 May (Wednesday)		Complete journal entry for Comprehensive Assessment

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