	MAHATMA GANDHI UNIVERSITY Kottayam, Kerala Undergraduate Programmes (HONOURS) 2024 Admission Onwards
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SYLLABUS					
SIGNATURE COURSE					
Name of the College	Marthoma College, Kuttapuzha P.O, Tiruvalla				
Faculty/ Discipline	History				
Programme	BA (Hons) History				
Course Coordinator	Agney G K				
Contributors					
Course Name	Empire Transformed—Urbanism, Epidemics, Globalisation, and Neoliberalism				
Type of Course	DSE				
Specialization title	Postcolonial Studies				
Course Code	MG3DSEHISA01				
Course Level	200				
Course Summary	This course examines how colonial spatial practices structured urban life and public health regimes, and explores the ways in which globalisation and neoliberal reforms have reconfigured imperial power within contemporary economic, social, and urban contexts. Through case studies of epidemics, infrastructural planning, and urban governance, the course highlights both the enduring legacies and evolving forms of empire in the modern world.				
Semester	3	Credits			4
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		4			
Pre-requisites, if any	The student should have successfully completed level 100-199 courses				

Course Outcomes (CO)

Number of COs		7	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyse the legacy of colonial urban planning, spatial segregation, and public health infrastructure	U, AN, AP	PO1, PO2, PO3, PO6, PO7, PO8
2	Critically examine the role of epidemics as urban crises and their wider social and political ramifications	AN, E, I	PO1, PO2, PO3, PO10
2	Critically examine the role of epidemics as urban crises and their wider social and political ramifications	AN, E, I	PO1, PO2, PO3, PO10
3	Evaluate the socio-economic transformations driven by globalisation and neoliberal policy reforms in postcolonial contexts.	U, E, AP	PO1, PO2, PO3, PO4
3	Evaluate the socio-economic transformations driven by globalisation and neoliberal policy reforms in postcolonial contexts.	U, E, AP	PO1, PO2, PO3, PO4

Number of COs		7	
CO No.	Expected Course Outcome	Learning Domains *	PO No
4	Formulate context-specific interventions that address urban health challenges and structural economic inequalities.	A, C, I, S	PO1, PO3, PO4, PO5, PO9, PO10
4	Formulate context-specific interventions that address urban health challenges and structural economic inequalities.	A, C, I, S	PO1, PO3, PO4, PO5, PO9, PO10

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	2	-	-	3	2	3	-	-
CO 2	3	3	2	-	-	-	-	-	-	2
CO 2	3	3	2	-	-	-	-	-	-	2
CO 3	2	3	2	2	-	-	-	-	-	-
CO 3	2	3	2	2	-	-	-	-	-	-
CO 4	3	-	3	2	2	-	-	-	1	3
CO 4	3	-	3	2	2	-	-	-	1	3

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Colonial Urbanism and Spatial Order			
	1.1	Urban planning under empire and the spatial logic of control	4	["1"]
	1.2	Typologies of colonial cities: Ports, forts, and segregated settlements	3	["1"]
	1.3	Cartographic practices, surveillance regimes, and racial zoning	2	["1"]
	1.4	Architecture and monumentality in imperial expression	3	["1"]
	1.5	Everyday urban spaces: Markets, labour compounds, and thresholds of interaction	3	["1"]
2	Epidemics and Public Health			
	2.1	Epidemics as moments of rupture and governance	4	["2"]
	2.2	Plague, cholera, and influenza as colonial urban crises	2	["2"]
	2.3	Sanitation, housing, and the biopolitics of exclusion	3	["2"]
	2.4	Social implications of disease and colonial medicine	2	["2"]
	2.5	Knowledge systems, stigma, and racialised responses to epidemics	2	["2"]
	2.6	Public health institutions and imperial authority	2	["2"]

Module	Units	Course Description	Hrs	CO No.
3	Globalisation and Neoliberal Recasting			
	3.1	From colonial economies to global integration	4	["3"]
	3.2	Transition from direct rule to economic globalisation	2	["3"]
	3.3	Structural adjustment policies, competition states, and corporate influence	2	["3"]
	3.4	Neoliberal governance and postcolonial subjectivities	3	["3"]
	3.5	Labour precarity, informal economies, and entrepreneurial citizenship	2	["3"]
	3.6	Urban inequality and access to resources in the global city	2	["3"]
4	Contestations and Futures			
	4.1	Resistance and reimaginings of the urban postcolonial world	3	["1", "3", "4"]
	4.2	South solidarities, and counter-globalisations	3	["1", "3", "4"]
	4.3	Tools for urban resilience: HGIS mapping, citizen science, and impact assessment	2	["1", "3", "4"]
	4.4	Speculating empire's afterlives	3	["1", "3", "4"]
	4.5	Financial shocks, pandemics, and the geopolitics of rising powers	2	["1", "3", "4"]
	4.6	Rethinking urban futures in a post-imperial world	2	["1", "3", "4"]

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>The course employs structured lectures integrating pre-distributed readings from core texts. Pre-lecture preparation requires students to review thematic summaries and draft questions on colonial urban governance or epidemic narratives. In-lecture protocols involve interactive segments using digitised colonial maps or public health records, paired with guided note-taking on neoliberal urbanisation patterns. Lectures incorporate multimedia analysis of colonial architecture and epidemic responses, with structured pauses for peer discussion on archival silences in globalisation historiography</p>
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Assessment Types	<p>MODE OF ASSESSMENT Mode of Assessment: Theory</p>
	<p>A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks Quiz/Viva Voce/Oral presentation/In-class discussion/Group tutorial work/Reflective writing assignment/Open book examination/Literature survey</p>
	<p>B. End Semester Evaluation (ESE) • Theory - 70 Marks Assessment Methods - Written Examination Duration of Examination - 2.00 Hrs Pattern of examination for Theory - Non-MCQ Different parts of written examination - Part - A , B , C Answer Type: ◦ PART - A ◦ One or two Sentences - (10 out of 12) - 10 × 2 = 20 ◦ PART - B ◦ Short answer - (6 out of 10) - 6 × 5 = 30 ◦ PART - C ◦ Short Essays - (2 out of 4) - 2 × 10 = 20</p>

References


- Module I 1) King, Anthony. *Urbanism, Colonialism and the World-Economy*. London: Routledge, 1990. 2) Wright, Gwendolyn. *The Politics of Design in French Colonial Urbanism*. Chicago: University of Chicago Press, 1991. 3) Stoler, Ann Laura. *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*. Princeton: Princeton University Press, 2009. 4) Legg, Stephen. *Spaces of Colonialism: Delhi's Urban Governmentalities*. Chichester: Wiley-Blackwell, 2007. 5) Yeoh, Brenda. *Contesting Space: Power Relations and the Urban Built Environment in Colonial Singapore*. Kuala Lumpur: Oxford University Press, 1996. 6) Chattopadhyay, Swati. *Representing Calcutta: Modernity, Nationalism, and the Colonial Uncanny*. London: Routledge, 2005. 7) Home, Robert. *Of Planting and Planning: The Making of British Colonial Cities*. 2nd ed. London: Routledge, 2013. Module II 1) Arnold, David. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*. Berkeley: University of California Press, 1993. 2) Anderson, Warwick. *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*. Durham: Duke University Press, 2006. 3) Echenberg, Myron. *Plague Ports: The Global Urban Impact of Bubonic Plague, 1894–1901*. New York: NYU Press, 2007. 4) Bynum, Helen. *Spitting Blood: The History of Tuberculosis*. Oxford: Oxford University Press, 2012. 5) Watts, Sheldon. *Epidemics and History: Disease, Power, and Imperialism*. New Haven: Yale University Press, 1997. Module III 1) Harvey, David. *A Brief History of Neoliberalism*. Oxford: Oxford University Press, 2005. 2) Ferguson, James. *Global Shadows: Africa in the Neoliberal World Order*. Durham: Duke University Press, 2006. 3) Ong, Aihwa. *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Durham: Duke University Press, 2006. 4) Roy, Ananya. *Poverty Capital: Microfinance and the Making of Development*. London: Routledge, 2010. 5) Mirowski, Philip. *Never Let a Serious Crisis Go to Waste: How Neoliberalism Survived the Financial Meltdown*. London: Verso, 2013. 6) Comaroff, Jean, and John Comaroff. *Millennial Capitalism and the Culture of Neoliberalism*. Durham: Duke University Press, 2001. Module IV 1) Tuck, Eve, and K. Wayne Yang. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* 1, no. 1 (2012): 1–40. 2) Davis, Mike. *Planet of Slums*. London: Verso, 2006. 3) Appadurai, Arjun. *Fear of Small Numbers: An Essay on the Geography of Anger*. Durham: Duke University Press, 2006. 4) Simone, AbdouMalik. *For the City Yet to Come: Changing African Life in Four Cities*. Durham: Duke University Press, 2004. 5) Roy, Ananya, and Aihwa Ong, eds. *Worlding Cities: Asian Experiments and the Art of Being Global*. Chichester: Wiley-Blackwell, 2011.

Suggested Readings

- 1) Zuberi, Dan. *Differences That Matter: Social Policy and the Working Poor in the United States and Canada*. Ithaca: Cornell University Press, 2006. 2) McFarlane, Colin. *Learning the City: Knowledge and Translocal Assemblage*. Oxford: Wiley-Blackwell, 2011. 3) Patel, Raj. *The Value of Nothing: How to Reshape Market Society and Redefine Democracy*. London: Picador, 2009. 4) Sassen, Saskia. *Territory, Authority, Rights: From Medieval to Global Assemblages*. Princeton: Princeton University Press, 2006. 5) Peck, Jamie. *Constructions of Neoliberal Reason*. Oxford: Oxford University Press, 2010. 6) Shah, Nayan. *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*. Berkeley: University of California Press, 2001. 7) Chakrabarti, Pratik. *Medicine and Empire: 1600–1960*. London: Palgrave Macmillan, 2014. 8) Briggs, Charles. *Stories in the Time of Cholera: Racial Profiling During a Medical Nightmare*. Berkeley: University of California Press, 2003. 9) AlSayyad, Nezar. *Forms of Dominance: On the Architecture and Urbanism of the Colonial Enterprise*. Aldershot: Avebury, 1992.

MGU-UGA (HONOURS) Affidavit

- We, Marthoma College, Kuttapuzha P.O, Tiruvalla and Agney G K, agree to permit the use of our proposed course syllabus by other faculty members within the same discipline for course delivery at their respective institutions.
- We, Marthoma College, Kuttapuzha P.O, Tiruvalla, agree to appoint a new course coordinator for the proposed Postcolonial Studies in the event of the unavailability of the currently nominated coordinator. This appointment will ensure the continued coordination of course delivery, assessments, and all related academic responsibilities necessary for the successful implementation of the specialization, for as long as the college offers this programme.
- We, Marthoma College, Kuttapuzha P.O, Tiruvalla and Agney G K, declare that no part of this signature course submitted here for approval has been taken from the course content developed by, or from any of the course titles prepared by, the BoS/expert committee in the same discipline under our University.

	<p style="text-align: center;">MAHATMA GANDHI UNIVERSITY Kottayam, Kerala</p> <p style="text-align: center;">Undergraduate Programmes (HONOURS) 2024 Admission Onwards</p>
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SYLLABUS				
SIGNATURE COURSE				
Name of the College	Marthoma College, Kuttapuzha P.O, Tiruvalla			
Faculty/ Discipline	History			
Programme	BA (Hons) History			
Course Coordinator	Agney G K			
Contributors				
Course Name	Constructing Identities—Gender, Race, and Power under Empire			
Type of Course	DSE			
Specialization title	Postcolonial Studies			
Course Code	MG4DSEHISA01			
Course Level	200			
Course Summary	This course examines colonial power, gender hierarchies, and racial ideologies through interdisciplinary analysis of archives, literature, and decolonial epistemologies. It challenges Eurocentric historiography by exploring imperial constructions of racialised gender norms, subaltern counter-archives, and Indigenous knowledge reclamations.			
Semester	4	Credits		Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Others
		4		
Pre-requisites, if any	The student should have successfully completed level 100-199 courses			

Course Outcomes (CO)

Number of COs		4	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Critically evaluate the construction and maintenance of racial, gendered and sexual hierarchies within imperial systems.	AN, E, AP	PO1, PO2, PO3, PO6
2	Interpret the role of legal, medical and scientific discourses in the shaping of colonial identities.	U, AN, AP	PO1, PO2, PO3, PO6, PO7
3	Examine the experiences and memory narratives of diasporic, indigenous, queer and disabled communities under empire.	U, AN, I, AP	PO1, PO2, PO6, PO8, PO10
4	Analyse historical and contemporary movements for reparations and redress in response to identity-based injustices.	AN, E, I, AP	PO1, PO2, PO3, PO5, PO8, PO9

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	3	3	-	-	2	-	-	-	-
CO 2	3	2	1	-	-	2	3	-	-	-
CO 3	3	3	-	-	-	3	-	2	-	2
CO 4	3	2	2	-	3	-	-	3	1	-

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Science, Law, and Classification			
	1.1	The role of science and law in constructing and regulating identities under empire	4	["1", "3"]
	1.2	Scientific racism: Phrenology, eugenics, and colonial anthropology	2	["1"]
	1.3	Colonial classifications: Census, caste, and tribal systems	2	["1"]
	1.4	Medical imperialism: Colonial medicine and bodily regulation	3	["1"]
	1.5	Disability and representation in colonial contexts	2	["1", "2"]
	1.6	Disability under empire: Policy and cultural representations	2	["1", "2", "3", "4"]
2	Gender, Sexuality, and Intimacy			
	2.1	Imperial control over sexualities and intimate relationships	3	["1", "4"]
	2.2	Sodomy laws, brothels, and colonial moral panic	2	["2", "3"]
	2.3	Mixed marriages, concubinage, and Eurasian communities in the empire	2	["2", "3", "4"]
	2.4	Women's roles: Collaboration, resistance, and sexual violence in wartime	2	["2", "4"]
	2.5	Women's participation in anti-colonial movements and wartime struggles	3	["2", "3", "4"]
	2.6	Sexual violence as a weapon of colonial and imperial conquest	3	["1", "3", "4"]
3	Migration and Diasporic Identities			
	3.1	The impact of colonial migration policies on identity formation	3	["1", "2", "3", "4"]
	3.2	Indentured labour, creolisation, and the formation of diasporic identities	2	["2", "3", "4"]
	3.3	The Indian and Chinese diasporas: Migration, adaptation, and resistance	2	["2", "3", "4"]
	3.4	Statelessness, exile, and the politics of belonging	2	["2", "3", "4"]
	3.5	The right to belong: Nationalism and the diasporic experience	2	["3", "4"]
	3.6	Memory and identity in the diaspora	2	["3"]
	3.7	Diaspora memory: Oral histories, community archives, and cultural transmission	2	["3"]

Module	Units	Course Description	Hrs	CO No.
4		Reparations and Redress		
	4.1	The politics of reparations and historical redress for identity-based injustices	2	["3", "4"]
	4.2	Truth commissions, state apologies, and financial restitution	1	["2", "4"]
	4.3	Reparations for colonially induced racial and gender-based harm	1	["1", "2", "4"]
	4.4	Activism and legal reform in postcolonial contexts	3	["2", "4"]
	4.5	Queer and indigenous movements for legal reform and cultural revival	1	["3", "4"]
	4.6	Disability justice in contemporary activism and policy	2	["3", "4"]
	4.7	Contemporary struggles for justice and inclusion	3	["4"]
	4.8	Intersectional activism: Linking race, gender, sexuality, and disability in redress movements	2	["4"]

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>The course will combine lecture-based instruction with seminar-style discussions, supplemented by archival materials, decolonial art reproductions and digital mapping tools. Multimedia resources analysing imperial gender binaries and Indigenous knowledge systems will be integrated to contextualise geographically diverse case studies.</p>
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Assessment Types	<p>MODE OF ASSESSMENT Mode of Assessment: Theory</p>
	<p>A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks Quiz/Viva Voce/Oral presentation/In-class discussion/Group tutorial work/Reflective writing assignment/Open book examination/Literature survey</p>
	<p>B. End Semester Evaluation (ESE) • Theory - 70 Marks Assessment Methods - Written Examination Duration of Examination - 2.00 Hrs Pattern of examination for Theory - Non-MCQ Different parts of written examination - Part - A , B , C Answer Type: ◦ PART - A ◦ One or two Sentences - (10 out of 12) - $10 \times 2 = 20$ ◦ PART - B ◦ Short answer - (6 out of 10) - $6 \times 5 = 30$ ◦ PART - C ◦ Short Essays - (2 out of 4) - $2 \times 10 = 20$</p>

References

- Module I 1) Stoler, Ann Laura. Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things. Durham: Duke University Press, 1995. 2) Gould, Stephen Jay. The Mismeasure of Man. Revised ed. New York: W.W. Norton, 1996. 3) Anderson, Warwick. Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines. Durham: Duke University Press, 2006. 4) McClintock, Anne. Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest. New York: Routledge, 1995. 5) Baynton, Douglas. Defectives in the Land: Disability and Immigration in the Age of Eugenics. Chicago: University of Chicago Press, 2016. Module II 1) Levine, Philippa. Prostitution, Race, and Politics: Policing Venereal Disease in the British Empire. New York: Routledge, 2003. 2) Stoler, Ann Laura. Carnal Knowledge and Imperial

Power: Race and the Intimate in Colonial Rule. 2nd ed. Berkeley: University of California Press, 2010. 3) Hoad, Neville. African Intimacies: Race, Homosexuality, and Globalization. Minneapolis: University of Minnesota Press, 2007. 4) Ghosh, Durba. Sex and the Family in Colonial India: The Making of Empire. Cambridge: Cambridge University Press, 2006. 5) Rupp, Leila J. Sapphistries: A Global History of Love Between Women. New York: NYU Press, 2009. 6) Thomas, Lynn M. Politics of the Womb: Women, Reproduction, and the State in Kenya. Berkeley: University of California Press, 2003. Module III 1) Tinker, Hugh. A New System of Slavery: The Export of Indian Labour Overseas, 1834-1920. 2nd ed. London: Hansib, 1993. 2) Adichie, Chimamanda Ngozi. Americanah. New York: Knopf, 2013. 3) Danticat, Edwidge. The Farming of Bones. New York: Soho Press, 1998. 4) Walcott, Derek. Omeros. New York: Farrar, Straus and Giroux, 1990. 5) Ghosh, Amitav. Sea of Poppies. New York: Farrar, Straus and Giroux, 2008. Module IV 1) Brooks, Roy L. Atonement and Forgiveness: A New Model for Black Reparations. Oakland: University of California Press, 2004. 2) Simpson, Leanne Betasamosake. As We Have Always Done: Indigenous Freedom Through Radical Resistance. Minneapolis: University of Minnesota Press, 2017. 3) Torpey, John. Making Whole What Has Been Smashed: On Reparations Politics. Cambridge: Harvard University Press, 2006. 4) McKean, Benjamin L. Disability Rights, Benefits, and Support Services Sourcebook. 5th ed. Detroit: Omnigraphics, 2023. 5) Merry, Sally Engle. Human Rights and Gender Violence: Translating International Law into Local Justice. Chicago: University of Chicago Press, 2006.


Suggested Readings

- 1) Cohn, Bernard. Colonialism and Its Forms of Knowledge: The British in India. Princeton: Princeton University Press, 1996.
- 2) Davis, Lennard J. Enforcing Normalcy: Disability, Deafness, and the Body. London: Verso, 1995. 3) TallBear, Kim. Native American DNA: Tribal Belonging and the False Promise of Genetic Science. Minneapolis: University of Minnesota Press, 2013.
- 4) Fu, Poshek. Passivity, Resistance, and Collaboration: Intellectual Choices in Occupied Shanghai, 1937-1945. Stanford: Stanford University Press, 1993. 5) Lee, Erika. The Making of Asian America: A History. New York: Simon & Schuster, 2015.
- 6) Mamdani, Mahmood. Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism. Princeton: Princeton University Press, 1996. 7) Tuck, Eve, and K. Wayne Yang. "Decolonization is Not a Metaphor." Decolonization: Indigeneity, Education & Society 1, no. 1 (2012): 1-40.

Affidavit

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Syllabus

	<p style="text-align: center;">MAHATMA GANDHI UNIVERSITY Kottayam, Kerala</p> <p style="text-align: center;">Undergraduate Programmes (HONOURS) 2024 Admission Onwards</p>
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SYLLABUS					
SIGNATURE COURSE					
Name of the College	Marthoma College, Kuttapuzha P.O, Tiruvalla				
Faculty/ Discipline	History				
Programme	BA (Hons) History				
Course Coordinator	Agney G K				
Contributors					
Course Name	Nationalism and Nation-Building in Postcolonial Contexts				
Type of Course	DSE				
Specialization title	Postcolonial Studies				
Course Code	MG5DSEHISA01				
Course Level	300				
Course Summary	This course explores the formation of national identities through anti-colonial movements, while critically examining the enduring impact of colonial legacies such as imposed borders, ethnic divisions and institutional frameworks. It also engages with the contemporary resurgence of neo-nationalist movements, addressing their digital, religious and geopolitical dimensions within a postcolonial context.				
Semester	5	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	
		4			60
Pre-requisites, if any	The student should have successfully completed level 200-299 courses				

Course Outcomes (CO)

Number of COs		4	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyse the role of anti-colonial nationalism in challenging and dismantling imperial structures.	U, AN, AP	PO1, PO3, PO6, PO10
2	Evaluate the impact of colonial borders and ethnic divisions on the formation of postcolonial nation-states.	U, AN, E	PO1, PO2, PO3, PO6, PO10
3	Critically assess the emergence of neo-nationalist movements and the dynamics of digital nationalism in contemporary contexts.	AN, E, I	PO1, PO7, PO8, PO10
4	Formulate inclusive policy frameworks aimed at addressing historical injustices and promoting national cohesion.	A, C, I, AP	PO1, PO2, PO3, PO5, PO6, PO7, PO8

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	-	3	-	-	2	-	-	-	3
CO 2	3	3	2	-	-	3	-	-	-	2
CO 3	2	-	-	-	-	-	2	3	-	3
CO 4	3	2	3	-	3	3	3	3	-	-

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Theoretical Foundations of Nationalism			
	1.1	Introduction to key theories of nationalism and their relevance in postcolonial contexts	3	["1"]
	1.2	Primordialism and constructivism: contrasting approaches	2	["1"]
	1.3	Benedict Anderson and the concept of imagined communities	2	["1", "3"]
	1.4	Colonial legacies and the shaping of national identities	3	["1", "2", "3"]
	1.5	Colonial borders, ethnic divisions, and political dependency	2	["2", "3"]
	1.6	Anti-colonial thought in theory: Fanon, Nkrumah, and Cabral	3	["1"]
2	Anti-Colonial Movements			
	2.1	Comparative study of liberation struggles	2	["1", "2", "3"]
	2.2	Ghana and the rise of Pan-Africanism	2	["2", "3"]
	2.3	India's Partition and Its Nation-Making Consequences	2	["2", "3"]
	2.4	Resistance and revolution in Asia, Africa, Latin America and South America. Case studies- Vietnam, Indonesia, Kenya, Algeria, Mexico, Bolivia, Cuba.	4	["2", "3"]
	2.5	Gendered dimensions of anti-colonial struggles	2	["2", "3"]
	2.6	Women's roles in revolutionary movements	2	["2", "3"]
	2.7	Gendered nationalism and postcolonial feminism	1	["2", "3", "4"]

Module	Units	Course Description	Hrs	CO No.
3	Nation-Building Challenges			
	3.1	Internal tensions and violence in postcolonial states	3	["2", "3"]
	3.2	Ethnic conflict and civil war: The case of Nigeria	1	["2", "3"]
	3.3	Genocide and reconciliation: Rwanda's postcolonial crisis	1	["2", "3"]
	3.4	Economic and ideological tension	2	["2", "3"]
	3.5	Economic nationalism and the postcolonial economy	2	["2", "3"]
	3.6	Terrorism and the politics of insecurity	1	["2", "3"]
	3.7	Institutions of nation-building	2	["2", "3", "4"]
	3.8	Language policy and educational reform	1	["2", "3"]
	3.9	The role of the military in shaping national identity	2	["3", "4"]
4	Contemporary Neo-Nationalism			
	4.1	Global resurgence of nationalism in new forms	3	["1", "3", "4"]
	4.2	Religious nationalism and digital populism	1	["1", "4"]
	4.3	Social media, surveillance, and virtual communities	1	["3", "4"]
	4.4	Citizenship and exclusion in the postcolonial present	3	["2", "3", "4"]
	4.5	Migration crises, statelessness, and xenophobia	1	["2", "4"]
	4.6	Nationalism and citizenship laws	1	["3", "4"]
	4.7	Emerging solidarities and global alignments	3	["3", "4"]
	4.8	South-South cooperation and postcolonial diplomacy	1	["3", "4"]
	4.9	BRICS and alternative global futures	1	["3", "4"]

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) The course will be delivered primarily through structured lectures, with the instructor presenting key concepts, historical contexts, and theoretical frameworks. Visual aids and selected readings will supplement lectures. Students are expected to listen attentively, take notes, and participate in periodic question-and-answer sessions to clarify doubts.
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Assessment Types	MODE OF ASSESSMENT Mode of Assessment: Theory
	A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks Quiz/Viva Voce/Oral presentation/In-class discussion/Group tutorial work/Reflective writing assignment/Open book examination/Literature survey
	B. End Semester Evaluation (ESE) • Theory - 70 Marks Assessment Methods - Written Examination Duration of Examination - 2.00 Hrs Pattern of examination for Theory - Non-MCQ Different parts of written examination - Part - A , B , C Answer Type: ◦ PART - A ◦ One or two Sentences - (10 out of 12) - 10 × 2 = 20 ◦ PART - B ◦ Short answer - (6 out of 10) - 6 × 5 = 30 ◦ PART - C ◦ Short Essays - (2 out of 4) - 2 × 10 = 20

References


- Module I 1) Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised ed. London: Verso, 2006. 2) Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*. Minneapolis: University of Minnesota Press, 1993. 3) Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. New York: Grove Press, 2004. 4) Gellner, Ernest. *Nations and Nationalism*. 2nd ed. Ithaca: Cornell University Press, 2009. 5) Said, Edward. *Orientalism*. New York: Pantheon Books, 1978. Module II 1) Nkrumah, Kwame. *Africa Must Unite*. New York: International Publishers, 1970. 2) Cabral, Amílcar. *Unity and Struggle: Speeches and Writings*. Translated by Michael Wolfers. New York: Monthly Review Press, 1979. 3) Chima, Jugdep S., and Rakhee Kalita Saikia. *Insurgency in India's Northeast: Identity Formation, Postcolonial Nation/State-Building, and Secessionist Resistance*. New York: Routledge, 2023. 4) Jalal, Ayesha. *The Sole Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan*. Cambridge: Cambridge University Press, 1994. 5) Fanon, Frantz. *A Dying Colonialism*. Translated by Haakon Chevalier. New York: Grove Press, 1967. 6) Goscha, Christopher. *Vietnam: A New History*. New York: Basic Books, 2016. Module III 1) Mamdani, Mahmood. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton University Press, 2001. 2) Ekwe-Ekwe, Herbert. *The Biafra War: Nigeria and the Aftermath*. Lewiston: Edwin Mellen Press, 1990. 3) Laitin, David. *Politics, Language, and Thought: The Somali Experience*. Chicago: University of Chicago Press, 1977. 4) Helleiner, Eric. *The Neomercantilists: A Global Intellectual History*. Ithaca: Cornell University Press, 2021. Module IV 1) Appadurai, Arjun. *Fear of Small Numbers: An Essay on the Geography of Anger*. Durham: Duke University Press, 2006. 2) Hansen, Thomas Blom. *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*. Princeton: Princeton University Press, 1999. 3) Stuenkel, Oliver. *The BRICS and the Future of Global Order*. 2nd ed. Lanham: Lexington Books, 2020. 4) Castles, Stephen, and Mark J. Miller. *The Age of Migration: International Population Movements in the Modern World*. 6th ed. New York: Guilford Press, 2020.

Suggested Readings

- 1) Zuboff, Shoshana. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. New York: PublicAffairs, 2019. 2) Brubaker, Rogers. *Nationalism Reframed: Nationhood and the National Question in the New Europe*. Cambridge: Cambridge University Press, 1996. 3) Young, Crawford. *The African Colonial State in Comparative Perspective*. New Haven: Yale University Press, 1994. 4) Horowitz, Donald. *Ethnic Groups in Conflict*. 2nd ed. Berkeley: University of California Press, 2000. 5) Isaacman, Allen. *Cotton is the Mother of Poverty: Peasants, Work, and Rural Struggle in Colonial Mozambique, 1938–1961*. Portsmouth: Heinemann, 1996. 6) Quemeneur, Tramor. "International Solidarities and the Liberation of the Portuguese Colonies." *Afriche* 3 (2017): 94–112. 7) Quijano, Aníbal. "Coloniality of Power, Eurocentrism, and Latin America." *Nepantla: Views from South* 1, no. 3 (2000): 533–580. 8) Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, 271–313. Urbana: University of Illinois Press, 1988. 9) Hobsbawm, Eric. *Nations and Nationalism Since 1780: Programme, Myth, Reality*. 2nd ed. Cambridge: Cambridge University Press, 2012.

Affidavit

- We, Marthoma College, Kuttapuzha P.O, Tiruvalla and Agney G K, agree to permit the use of our proposed course syllabus by other faculty members within the same discipline for course delivery at their respective institutions.
- We, Marthoma College, Kuttapuzha P.O, Tiruvalla, agree to appoint a new course coordinator for the proposed Postcolonial Studies in the event of the unavailability of the currently nominated coordinator. This appointment will ensure the continued coordination of course delivery, assessments, and all related academic responsibilities necessary for the successful implementation of the specialization, for as long as the college offers this programme.
- We, Marthoma College, Kuttapuzha P.O, Tiruvalla and Agney G K, declare that no part of this signature course submitted here for approval has been taken from the course content developed by, or from any of the course titles prepared by, the BoS/expert committee in the same discipline under our University.

	<p style="text-align: center;">MAHATMA GANDHI UNIVERSITY Kottayam, Kerala</p> <p style="text-align: center;">Undergraduate Programmes (HONOURS) 2024 Admission Onwards</p>
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SYLLABUS					
SIGNATURE COURSE					
Name of the College	Marthoma College, Kuttapuzha P.O, Tiruvalla				
Faculty/ Discipline	History				
Programme	BA (Hons) History				
Course Coordinator	Agney G K				
Contributors					
Course Name	Decolonial Narratives—Archives, Memory, Historiography, and Literature				
Type of Course	DSE				
Specialization title	Postcolonial Studies				
Course Code	MG6DSEHISA01				
Course Level	300				
Course Summary	This course combines the study of colonial archives, public memory, historiography, and literary texts to interrogate Eurocentric knowledge frameworks and centre subaltern counter-narratives. Students explore decolonial theories alongside creative interventions that challenge dominant canons.				
Semester	6	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		4			60
Pre-requisites, if any	The student should have successfully completed level 200-299 courses				

Course Outcomes (CO)

Number of COs		4	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Critically evaluate the ways in which colonial archives and literary texts reinforce or challenge dominant historical narratives.	AN, E, AP	PO1, PO2, PO3, PO7
2	Interpret subaltern and nationalist counter-narratives as represented in both historical documents and literary productions.	U, AN, AP	PO1, PO2, PO3, PO4, PO6, PO7, PO8
3	Employ decolonial methodologies to interrogate and reframe archival sources and cultural texts.	A, AN, E, S	PO1, PO2, PO3, PO8, PO10
4	Conceptualise and develop creative or pedagogical interventions, whether archival, literary or digital, that amplify marginalised voices and perspectives	C, I, AP, S	PO1, PO2, PO3, PO5, PO6, PO7, PO8

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	2	-	-	-	2	-	-	-
CO 2	3	2	3	3	-	2	2	2	-	-
CO 3	2	2	3	-	-	-	-	2	-	3
CO 4	3	2	2	-	2	3	3	3	-	-

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Foundations of Decolonial Thought and Literary Res			
	1.1	Introduction to colonial epistemologies and the theoretical roots of decolonial thought	4	["1"]
	1.2	Colonial epistemologies, Orientalism, and epistemicide	2	["1"]
	1.3	Silencing of subaltern voices and strategies of resistance	2	["2"]
	1.4	Literary forms and modes of resistance	4	["2", "3"]
	1.5	The novel as a subversive form under censorship	2	["2"]
	1.6	Satire and allegory in anti-colonial expression	1	["3"]
2	Archives and Memory			
	2.1	The politics of colonial knowledge production and erasure	2	["1"]
	2.2	Colonial archives as instruments of governance	1	["1"]
	2.3	Erasure, silencing, and archival gaps	2	["1"]
	2.4	Reclaiming voices and histories	3	["2", "3"]
	2.5	Oral and digital archives as sites of resistance	2	["2", "3"]
	2.6	Indigenous knowledge systems and community archiving	1	["2", "3"]
	2.7	Contesting public memory	2	["4"]
	2.8	Monuments, museums, and imperial narratives	1	["1", "4"]
	2.9	Reinterpretation of historical sites and artefacts	1	["2", "3"]

Module	Units	Course Description	Hrs	CO No.
3	Historiography and Counter-Histories			
	3.1	Critiquing Eurocentric historical frameworks	4	["1"]
	3.2	Eurocentric periodisation and the politics of time	1	["1"]
	3.3	Alternative historical sources and testimonies	4	["2", "3"]
	3.4	Prison writings, folklore, and subaltern archives	1	["2", "3"]
	3.5	Pamphlets and political tracts as counter-histories	1	["2", "3"]
	3.6	Transnational memory and diasporic perspectives	2	["3"]
	3.7	Diaspora literature as historical testimony	1	["3"]
	3.8	Memory, trauma, and the afterlives of colonialism	1	["3", "4"]
4	Decolonial Interventions			
	4.1	Syllabus redesign as an act of decolonisation	2	["4"]
	4.2	Community-based learning and activism	2	["4"]
	4.3	Creative approaches to decolonial practice	2	["4"]
	4.4	Pamphlets, short stories, and zines	1	["4"]
	4.5	Digital exhibits and interactive storytelling	1	["4"]
	4.6	Contemporary reckoning with colonial legacies	2	["4"]
	4.7	Truth commissions and restorative justice	1	["2", "3", "4"]
	4.8	Cultural memory and institutional reform	1	["2", "3", "4"]
	4.9	Rethinking pedagogy and public engagement	3	["4"]

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>The course will employ structured lecturing integrated with critical engagement exercises, utilising decolonial theoretical frameworks from syllabus authors including Fanon, Spivak, and Mignolo. Lectures will systematically unpack colonial knowledge systems through thematic presentations on archival power dynamics, racialised gender constructs, and subaltern epistemologies, supported by digitised primary sources and Indigenous oral history recordings.</p>
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Assessment Types	<p>MODE OF ASSESSMENT Mode of Assessment: Theory</p>
	<p>A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks Quiz/Viva Voce/Oral presentation/In-class discussion/Group tutorial work/Reflective writing assignment/Open book examination/Literature survey</p>
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References

- Module I 1) Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. New York: Grove Press, 2004. 2) Said, Edward. *Orientalism*. New York: Pantheon Books, 1978. 3) Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, 271–313. Urbana: University of Illinois Press, 1988. 4) Quijano, Aníbal. "Coloniality of Power, Eurocentrism, and Latin America." *Nepantla: Views from South* 1, no. 3 (2000): 533–580. 5) Mignolo, Walter. *The Darker Side of Western Modernity: Global Futures, Decolonial Options*. Durham: Duke University Press, 2011. 6) Césaire, Aimé. *Discourse on Colonialism*. Translated by Joan Pinkham. New York: Monthly Review Press, 2000. Module II 1. Stoler, Ann Laura. *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*. Princeton: Princeton University Press, 2009. 2. Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press, 1995. 3. Hamilton, Carolyn, et al., eds. *Refiguring the Archive*. Dordrecht: Springer, 2002. 4. Wheeler, Winona, Charles E. Trimble, and Mary Kay Quinlan. *Indigenous Oral History Manual: Canada and the United States*. 2nd ed. New York: Routledge, 2024. 5. Decker, Kimberly, ed. *Fallen Monuments and Contested Memorials*. New York: Routledge, 2025. 6. Basilicò, Anna Clara. "'Becoming' Subalterns: Writing and Scribbling in Early Modern Prisons." *Journal of Early Modern Studies* 13 (2024): 81–102. Module III 1. Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2000. 2. Zevin, Jack, and David Gerwin. *Teaching World History as Mystery*. New York: Routledge, 2011. 3. Stearns, Peter, Michael Adas, and Stuart Schwartz. *World Civilizations: The Global Experience*. 7th ed. New York: Pearson, 2015. 4. Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Translated by John Tedeschi. Baltimore: Johns Hopkins University Press, 2013. 5. Guha, Ranajit. *History at the Limit of World-History*. New York: Columbia University Press, 2002. 6. Nash, Geoffrey, ed. *Orientalism and Literature*. Cambridge: Cambridge University Press, 2020. Module IV 1. Tuck, Eve, and K. Wayne Yang. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* 1, no. 1 (2012): 1–40. 2. Bhabra, Gurinder K., Dalia Gebrial, and Kerem Nişancıoğlu, eds. *Decolonising the University*. London: Pluto Press, 2018. 3. Wiebelhaus-Brahm, Eric. *Truth Commissions and Transitional Societies: The Impact on Human Rights and Democracy*. New York: Routledge, 2010. 4. Patel, Leigh. *Decolonizing Educational Research: From Ownership to Answerability*. New York: Routledge, 2016. 5. Keating, AnaLouise. *Transformation Now! Toward a Post-Operational Politics of Change*. Urbana: University of Illinois Press, 2013. 6. Simpson, Leanne Betasamosake. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press, 2017. 7. Mbembe, Achille. *Critique of Black Reason*. Translated by Laurent Dubois. Durham: Duke University Press, 2017.

Suggested Readings

- 1) Harlow, Barbara. *Resistance Literature*. New York: Methuen, 1987. 2) Lugones, María. "The Coloniality of Gender." *Worlds & Knowledges Otherwise* 2, no. 2 (2008): 1–17. 3) wa Thiong'o, Ngũgĩ. *Decolonising the Mind: The Politics of Language in African Literature*. London: James Currey, 1986. 4) Mishra, Vijay. *Subaltern Narratives in Fiji Hindi Literature*. London: Anthem Press, 2021. 5) Caswell, Michelle. *Urgent Archives: Enacting Liberatory Memory Work*. New York: Routledge, 2021. 6) Tuhiwai Smith, Linda. *Decolonizing Methodologies: Research and Indigenous Peoples*. 3rd ed. London: Zed Books, 2021. 7) Lahiri, Himadri. *Diaspora Theory and Transnationalism*. Hyderabad: Orient Black Swan, 2019. 8) Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge: Harvard University Press, 1999. 9) hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994. 10) Freire, Paulo. *Pedagogy of the Oppressed*. Translated by Myra Bergman Ramos. New York: Continuum, 2000.

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