

THE UNIVERSITY OF MANCHESTER
Unit Specification

1. GENERAL INFORMATION

Title	Orientalism, Subalternity, and Postcolonial Studies
Unit code	PS037
Credit Rating	15
Level	MA in Political Science and International Relations
Contact hours	21
Pre-requisite units	None
Co-requisite units	None
School responsible	Moscow School of Social & Economic Sciences (Faculty of Politics)
Member of staff responsible:	Dr. Evgeniy Savitskiy

2. AIMS

This unit aims to: Discuss contemporary approaches to the study of non-European and postcolonial societies, mainly in the contexts of the Indian subaltern studies, critical research of scientific orientalisms, and postcolonial social anthropology. This unit prepares students to critically evaluate these approaches and the possibilities of their practical use in the post-communist countries of Eastern Europe and Asia.

3. BRIEF DESCRIPTION OF THE UNIT

This unit is focused on five main problem fields. In the first are questioned the possibilities of using Western-based social theories to study post- and neo-colonial societies, and as examples of such questionings are discussed textes by Frantz Fanon and Albert Memmi about postcolonial North Africa. The second problem field includes critical orientalism studies under influence of E.Said and their impact on sociological approaches. The third field is related to the concepts of “subalternity” and “in-betweenness”, used by some Indian scholars (R.Guha, Sh. Amin, G.Pandey etc.) to represent the experience of the post- and neo-colonial societies; particular attention is given to the studies of revolts and inter-confessional violence. All these three fields had a great impact on a fourth one, represented by works in social anthropology (M.Taussig, J.&J.Comaroff, A.L.Stoler etc.), and this impact as well as more general problems of concrete research about South Africa, Latin America and South East Asia will be considered. At least as the fifth problem field will be discussed the limits and possibilities of using these approaches in the studies of Russia and other post-communist countries of Eastern Europe and Asia. Some recent Russian studies will be taken as examples for critical evaluation. The unit encourages reading and commenting texts of sociologists, social anthropologists and political theorists, which will provided them with tools of critically evaluating research possibilities in post- and neo-colonial contextes.

4. INTENDED LEARNING OUTCOMES

Category of outcome	Students should/will be able to:
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Knowledge and understanding	<ul style="list-style-type: none"> - conceive of postcolonial studies as a historically contingent phenomenon; understand conditions of their appearance and modification; - know main approaches to the study of (post)colonial societies; - understand the relationship between the basic theoretical concepts in the postcolonial studies; - conceive of the particularities of postcolonial research in the post-soviet countries; - understand the possibilities to criticize colonial implications of contemporary sociological knowledge;
Intellectual skills	<ul style="list-style-type: none"> - interpret theoretical texts and their basic concepts; - analyse scientific and political implications of practical research;
Practical skills	<ul style="list-style-type: none"> - write well-structured and problem-focused academic papers about possibilities of research on the post- and neo-colonial societies. - participate in academic and public discussions, critically assess the use of sociological expertise by public intellectuals
Transferable skills and personal qualities	<ul style="list-style-type: none"> - navigate through the problem fields of the postcolonial studies; - evaluate critically colonial implication of different forms of sociological knowledge in different political contexts - transfer theoretical and critical knowledge on (post)colonial conditions into own research agendas

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Contact hours: lectures (50%) and tutorials (50%)

Collective reading and commenting in the classroom

One essay (homework)

Students are encouraged to enter in e-mail communication with tutor concerning the search for appropriate literature and developing original argument during preparation of essay

6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting within unit (if relevant)
essay	5000 words	80%
exam	1000 words	20%

7. INDICATIVE READING LIST

1. *Chakrabarty D. Habitations of Modernity: Essays in the Wake of Subaltern Studies.* Chicago: Univ. of Chicago press, 2002. 180 p.

2. *Comaroff J., Comaroff J.L.* Of Revelation and revolution: Christianity, colonialism and consciousness in South Africa. Vol. 1-2. L., Chicago: The University of Chicago press, 1991-1997. 414, 588 p.
3. *Comaroff J., Comaroff J.L.* Law and Disorder in the Postcolony. Chicago: Univ. of Chicago press, 2006. 400 p.
4. *Comaroff J., Comaroff J.L.* Modernity and its malcontents: Ritual and power in postcolonial Africa. Chicago: Univ.of Chicago press, 1993. 272 p.
5. *Comaroff J., Comaroff J.L.* Ethnography and the historical imagination. N.Y.: Westview press, 1992. 337 p.
6. *Fanon F.* Peau noire, masques blancs. Paris: Seuil, 1952. 189 p.
7. *Fanon F.* Les damnés de la terre. Paris: La Découverte, 2004. 311 p.
8. *Guha R.* Dominance without hegemony: History and power in colonial India. Cambridge (Mass.), L., 1998. 268 p.
9. *Guha R.* Not at Home in Empire // *Critical Inquiry*. Vol. 23. 1997. P. 482-493.
10. *Leiris M.* Miroir de l'Afrique. Paris: Gallimard, 1996. 1476 p.
11. *Mbembe A.* De la postcolonie: Essai sur l'imagination politique dans l'Afrique contemporaine. Paris: Karthala, 2000. 293 p.
12. *Memmi A.* Portrait du colonisé, présédé de Portrait du colonisateur. Paris: Gallimard, 2002. 161 p.
13. *Memmi A.* Portrait du décolonisé. Paris: Gallimard, 2007. 220 p.
14. *Memmi A.* Le racisme. Paris: Gallimard, 1994. 248 p.
15. *Pandey G.* Remembering Partition: Violence, Nationalism and History in India. Cambridge: Cambridge universitz press, 2001. 236 p.
16. *Prakash G.* Modern Nation's Return in the Archaic // *Critical Inquiry*. Vol. 23. 1997. P. 536-556.
17. *Taussig M.T.* Shamanism, Colonialism and the Wild Man: A Study in Terror and Healing. Chicago: The University of Chicago press, 1991. 538 p.
18. *Taussig M.T.* Defacement: Public Secrecy and the Labor of the Negative. Stanford: Stanford university press, 2000. 328 p.
19. *Taussig M.T.* The Magic of the State. L., N.Y.: Routledge, 1996. 232 p.
20. *Said E.W.* Culture and Imperialism. N.Y.: Vintage books, 1994. 416 p.
21. *Sartre J.-P.* Colonialisme et néo-colonialisme. Paris: Gallimard, 1964. 253 p.
22. *Stoler A.L.* Along the archival grain: Epistemic anxieties and colonial common sense. Princeton: Princeton univ.press, 2008. 314 p.
23. *Stoler A.L.* Carnal knowledge and imperial power: Race and the intimate in colonial rule. Berkley, Los Angeles: Univ. of California press, 2002. 328 p.
24. *Stoler A.L.* Race and education of desire: Foucault's history of sexuality and the colonail order of things. L., Durham: Duke univ.press, 1995. 256 p.

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