

## **HIST 2321: Colonial Encounters: Europe and the Culture of Empire**

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Fall 2019

M W 11:40-12:55

Milbank 323

Office hours: Milstein 819, Mondays, 2:00-4:00 and by appointment

### ***Course description:***

This course explores the shaping of European identity through colonial encounters with American, African, Middle Eastern, and Asian cultures from 1500 to the post-colonial era. We will examine how Europeans have understood and managed difference and diversity in the modern period, with a focus on how these ideas and methods both emerged from and reshaped definitions of European culture and civilization. Topics include exoticism in the Enlightenment, the role of slavery in the development of European capitalism, orientalism in art and literature, comparative colonization, the rise of ethnographic and other scientific discourses on the primitive, tourism, and consumer culture and empire.

### ***Course requirements:***

1. In-class midterm examination on October 9th (30% of grade).
2. A 5-7-page paper, either analyzing the use of a novel, travel memoir, or other primary source as a historical document or exploring a particular aspect of the colonial and postcolonial history of a geographic or cultural region (30% of grade). E-mailed prospectus due October 16th. Paper due November 20th.
3. Final examination. (30% of grade).
4. Participation in class discussion and viewing of all required films. (10% of grade).

### ***Course materials:***

All assigned readings and two of the four course films are posted on Canvas/Courseworks. All readings and course films are also on reserve at the Barnard Library. The following books can be purchased at Book Culture (112<sup>th</sup> St. between Broadway and Amsterdam):

E.M. Forster, *A Passage to India*.

Jamaica Kincaid, *A Small Place*.

Edward Said, *Orientalism*.

## I. EARLY MODERN COLONIAL MENTALITIES

- 1. Weds., 9/4: Introduction**
- 2. Mon., 9/9: Before European Hegemony**  
*Assignment:* Robert Bartlett, *The Making of Europe: Conquest, Colonization and Cultural Change 950-1350*, Ch. 12, “The Political Sociology of Europe After the Expansion.”
- 3. Weds., 9/11: Expansionist Europe: The Conquest of the “New World”**  
*Assignment:* Hernan Cortés, *Letters from Mexico* [trans. and ed. Anthony Pagden], (London and New Haven: Yale University Press, 1986), “Second Letter” (1522), excerpt.  
 Michel-Rolph Trouillet, *Silencing the Past*, “Good Day, Columbus,” 108-140.
- 4. Mon., 9/16: “Barbarians” of the Americas**  
*Assignment:* Michel de Montaigne, “On Cannibals” (c. 1580), *Essays*.  
 Bartolome de las Casas, *The Devastation of the Indies* (1542), trans. Herma Briffault (NY: Seabury Press, 1974), 27-43; 79-87.  
 Juan Ginés de Sepúlveda, *Democrates Alter or Just Causes for War Among the Indians* (1544).
- 5. Weds., 9/18: Enlightenment: Science, Exoticism, Paternalism**  
*Assignment:* Daniel Defoe, *Robinson Crusoe*, selection (1719).
- 6. Mon., 9/23: Enlightened Primitivism: The “Noble Savage”**  
*Assignment:* Jean-Jacques Rousseau, *Discourse on the Origin of Inequality* “Discourse on the Origin and Foundations of Inequality,” Part I (1755).  
*The Mission* (dir. Roland Joffe, 1985) (**stream on Canvas/Library Reserves**).
- 7. Weds., 9/25: The Slave Trade and European Capitalism**  
*Assignment:* Orlando Patterson, *Slavery and Social Death*, Ch. 2, “Authority, Alienation, and Social Death.”  
 Sven Beckert, *Empire of Cotton*, Ch. 2, “Building War Capitalism.”

**8. Mon., 9/30:***Assignment:***The Slavery Debate**

Thomas Fowell Buxton, *The African Slave Trade and Its Remedy* (1840), Ch. 4, "Superstitions and Cruelties of the Africans," 226-45; 267-73.

Anti-slavery poetry.

**II. NATIONS AND EMPIRES****9. Weds., 10/2:***Assignment:***Nation-Building and National Consciousness**

Linda Colley, "Britishness and Otherness: An Argument," *Journal of British Studies* 31 (1992): 309-29.

**10. Mon., 10/7:***Assignment:***Orientalisms**

Edward Said, *Orientalism*, Ch. 1, "The Scope of Orientalism," 49-92, "Afterword," 329-52.

Myra Jasanoff, *Edge of Empire*, "Collecting an Empire."

Start E.M. Forster, *A Passage to India*, Part I, "Mosque," chs. 3-11.

Byron and Coleridge poems.

**11. Weds., 10/9:****Midterm Examination****12. Mon., 10/14:***Assignment:***The Case of India**

Finish E.M. Forster, *A Passage to India* (1924), Part I, "Mosque," chs. 3-11.

Thomas Macaulay, "Minute on Education" (1835).

Uday Mehta, "Liberal Strategies of Exclusion," in Frederick Cooper and Ann Stoler, *Tensions of Empire: Colonial Cultures in a Bourgeois World*.

**13. Weds., 10/16:***Assignment:***Darwin and the Invention of Race**

Charles Darwin, *The Descent of Man* (1871), Ch. 7, "On the Races of Man."

Karl Pearson, *National Life from the Standpoint of Science* (1901), 11-27.

**PAPER PROSPECTUS DUE (in an e-mail, no attachments)**

- 14. Mon., 10/21: Africa, “The Childhood of Man”**  
*Assignment:* Henry Stanley, *Through the Dark Continent*, vol. 2. (New York: Harper & Brothers, 1878), Ch. 3 (48-72).  
*Tarzan the Ape Man* (dir. W.S. Van Dyke, 1932) (**stream on Canvas/Library Reserves**).
- 15. Weds., 10/23: The New Imperialism in Africa**  
*Assignment:* Mahmood Mamdani, *Citizen and Subject*, Ch. 2, “Decentralized Despotism” (37-61) and Ch. 3, “Indirect Rule” (62-108).  
 Lord Lugard, *The Dual Mandate in British Tropical Africa* (1922), excerpt (“Educational Planning for Nigeria”).
- 16. Mon., 10/28: Empire for the Masses**  
*Assignment:* Bernth Lindfors, “Ethnological Show Business: Footlighting the Dark Continent,” in Rosemarie Thomson, ed., *Freakery: Cultural Spectacles of the Extraordinary Body*, 207-18.
- 17. Weds., 10/30: Primitivism in the Museum**  
*Assignment:* Sally Price, *Primitive Art in Civilized Places*, Chs. 5, “Power Plays,” and 6, “Objets d’Art and Ethnographic Artifacts,” 68-99.  
 Kwame Anthony Appiah, “Whose Culture Is It?” *The New York Review of Books*, February 9, 2006.
- III. THE TWENTIETH CENTURY: EMPIRE IN DECLINE**
- 18. Mon., 11/4: Election Day Holiday**
- 19. Weds., 11/6: Europe in Crisis: The Interwar Years**  
*Assignment:* W. Somerset Maugham, “Rain” (1921), *Collected Short Stories*.  
 Elizabeth Thompson, *Colonial Citizens*, Ch. 2, “Soldiers and Patriarchs: Pillars of Colonial Paternalism.”
- 20. Mon., 11/11: Anthropology and Eugenics in the Interwar Period**  
*Assignment:* Franz Boas, *The Mind of Primitive Man* (1911), Ch. 1, “Racial Prejudice.”
- 21. Weds., 11/13: Empire and Popular Culture: Babar and Tintin**  
*Assignment:* Jean de Brunhoff, *The Story of Babar* (1931).

Hergé, *Tintin in the Congo* (1931).

\*\*\*\*Weds., 11/13: *Chocolat* (dir. Claire Denis, 1988)\*\*\*\*

7:00-9:30 pm, Altschul 202

**22. Mon., 11/18: Colonial Relationships and Nationalist Consciousness**  
*Assignment:* Frantz Fanon, *Black Skin, White Masks* (1952), Chs. 2, “The Woman of Color and the White Man,” and 3, “The Man of Color and the White Woman.”

*Chocolat* (dir. Claire Denis, 1988).

**23. Weds., 11/20: Things Fall Apart: The Aftermath of World War II**  
*Assignment:* Aimé Césaire, “From ‘Discourse on Colonialism’” (1950) in Patrick Williams and Laura Chrisman, eds., *Colonial Discourse and Post-Colonial Theory*.

**PAPER DUE (in class)**

**24. Mon., 11/25: The Algerian War: A Case Study**  
*Assignment:* Jules Roy, *The War in Algeria* (1961), Chs. 1, 2, 4, and 6.  
 Mouloud Feraoun, *Journal, 1955-1962: Reflections on the French-Algerian War*, ed. James Le Sueur, 34, 42-43, 47, 48, 58, 59, 63, 64, 65, 74, 75, 81-81, 86-87, 90, 93, 117 (marked passages only)

**25. Weds., 11/27: Thanksgiving Holiday Begins**

#### IV. THE POSTCOLONIAL WORLD

**26. Mon., 12/2: Postcolonial Culture and Consumer Capitalism**  
*Assignment:* Mitsuhiro Yoshimoto, “Images of Empire: Tokyo Disneyland and Japanese Cultural Imperialism,” in Eric Smoodin, ed. *Disney Discourse: Producing the Magic Kingdom*.  
 Jamaica Kincaid, *A Small Place* (1988).

**27. Weds., 12/4: Tourism in the Postcolonial World**

*Assignment:* Philip Frick McKean, "Towards a Theoretical Analysis of Tourism: Economic Dualism and Cultural Involution in Bali," in Valene Smith, ed. *Hosts and Guests: The Anthropology of Tourism*.  
*Cannibal Tours* (dir. Dennis O'Rourke, 1987). (**stream via CLIO/CU Libraries**).  
Browse through travel guide excerpts.

**28. Mon., 12/9:**

*Assignment:*

**Conclusions**

Charles Piot, *Remotely Global*, Ch. 8, "A Kabre Modernity."  
Arjun Appadurai, *Modernity at Large: Cultural Dimensions of Globalization*, Ch. 5, "Playing with Modernity: The Decolonization of Indian Cricket."

***Course outcomes:***

- Students who complete the course will be able to:
- Evaluate primary source materials through critical reading and interpretation
- Understand how historians interpret evidence to construct historical narrative.
- Evaluate divergent perspectives in the understanding of the same event
- Interpret arguments in light of the existing literature on empire
- Analyze how particular social and cultural contexts inform the perspectives and actions of historical actors.
- Gain an awareness of the historical origins of contemporary conceptions of human rights.
- Present arguments cogently in writing and speaking

***Faculty Statement on Academic Integrity***

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.

Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Columbia.

***Disability-Related Accommodations:***

In order to receive disability-related academic accommodations, students must first be registered with Disability Services (DS). More information on the DS registration process is available online at [www.health.columbia.edu/ods](http://www.health.columbia.edu/ods). Faculty must be notified of registered students' accommodations before exam or other accommodations will be provided. Students who have (or think they may have) a disability are invited to contact Disability Services for a confidential discussion at (212) 854-2388 (Voice/TTY) or by email at [disability@columbia.edu](mailto:disability@columbia.edu).