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History 413

Modern European Imperialism: Repression and Resistance

Spring 2018
Tues. and Thurs. 1:30-2:45 PM
WALC 2127

COURSE OBJECTIVES

In this upper-level seminar, we will explore the history of modern European imperialism, beginning with the transformation and expansion of the traditional empires in the 19th century and ending with the contraction and collapse of this imperialist system in more recent years. Throughout the course of the semester, we will focus upon important events and moments in the history of European imperialism and decolonization. We will also examine various theories, philosophical and cultural trends, and historical developments informing the expansion, transformation, and ultimate dissolution of these modern European empires. We will pay particular attention to the themes of repression and resistance, exploring European colonial policies, anti-colonialism—as seen in both Europe and colonized areas—and local responses to colonial rule.

This course will be run as a seminar, and all students enrolled in the class are expected to be active participants in both classroom and electronic (Blackboard) discussions. Students are expected to come to the course familiar with major developments, events, and themes in modern European and/or global history. Course materials include historical narratives, first-person accounts and commentaries, scholarly analyses, and film.

REQUIRED BOOKS

The following books—in these particular editions—are required reading for the course. They are available for purchase at the University Book Store and Follett's, and the first two books on this list should come bundled as a package from Oxford University Press. You may, of course, obtain your books via Amazon or any other online vendor, but you must ensure that they reach you in time to read for class.

- Dane Kennedy, *Decolonization: A Very Short Introduction* (Oxford University Press, 2016)
- Trevor R. Getz and Liz Clarke, *Abina and the Important Men: A Graphic History*, Second Edition (Oxford University Press, 2015).
- Franz Fanon, *The Wretched of the Earth*. Trans. Richard Philcox, with a Foreword by Homi K. Bhabha and a Preface by Jean-Paul Sartre (Grove Press Reprint, 2005)
- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (Houghton Mifflin, 1999)
- Norrie MacQueen, *Colonialism* (Longman, 2007)
- Albert Memmi, *The Colonizer and the Colonized*. Expanded Edition, with an Introduction by Jean-Paul Sartre (Beacon Press, 1999)

OTHER ASSIGNED READINGS: BLACKBOARD

All readings other than the above-noted full-length works are available for downloading and printing via Blackboard. You must bring copies of these readings to class with you on the date they are due. These additional readings, available online, are labeled as (B) on the class reading schedule.

GRADES AND EXPECTATIONS

Grades for the class will be assessed as follows. I will provide written feedback halfway through the semester, and I very much encourage you to meet with me to

All grades in the class, including final grades, will be assessed according to the plus / minus scale.

- **Written response essays, posted on Blackboard throughout the course of the semester: 60%** of final grade
- **Participation in class discussion, including all in-class writing assignments and targeted tasks: 40%** of final grade

RESPONSE ESSAYS (POSTINGS): DETAILS AND FORMATTING

As we will discuss, your Blackboard postings do not need to contain formal footnotes to the works you cite and discuss. However, you should use parenthetical notations to indicate page numbers if, for instance, you cite or paraphrase an idea/statement.

I expect all written work in this course, including Blackboard postings, to demonstrate careful self-editing and proofreading. This is not a suggestion but a requirement. You cannot earn points for postings that make no sense and/or claims your readers cannot understand.

You should consider your Blackboard postings to be “mini essays”: in approximately two long paragraphs, you will engage the material just as you would an essay. You should not post brief responses to my question(s) but, rather, try to grapple with complex developments and materials. You will also be expected to read and be able to address your classmates’ postings in our class discussions.

ACADEMIC INTEGRITY

As a student in this class and at Purdue, you are expected to uphold the highest standards of academic integrity. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials, as we will discuss in class. You are expected to adhere to the Purdue Honors Pledge: “As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.”

Academic dishonesty includes, but is not limited to, the following examples: failing to properly cite or indicate the words and ideas of someone else; having someone else write a paper and submitting it as one’s own; turning in a paper that has been purchased from a commercial research firm, essay bank, or other source; and “recycling” papers originally submitted for other classes. All Blackboard postings should contain your ideas and analyses, and they should indicate where you are citing/drawing upon others’ work.

Those who engage in academic dishonesty should expect to fail the course and have their behavior referred to the office of the Dean of Students. This is non-negotiable: if I find that you have plagiarized even a single Blackboard posting, you will fail the course—period. Please do not put yourself in this situation.

CLASS POLICIES

Regular attendance is absolutely essential for success in this class. Attendance will be taken at the beginning of each class; late arrivals (more than 10 minutes) and early departures both count as absences.

A maximum of three unquestioned absences is allowed. After this third allowable absence has been reached, students should expect to receive no more than half of the 40% allotted to class participation.

I do not accept nor will I read late work, including postings appearing after the assigned date and time. If you do not post before the scheduled due date and time, you will not receive credit for that posting. I will typically remind you of upcoming deadlines, but it remains your responsibility to check your syllabus and plan accordingly.

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. This class is intended to encourage open, informed discussions, and we are all responsible for creating the kind of environment where everyone may contribute. At the same time, students should not be afraid to raise critical ideas and commentary. Respect, open-mindedness, and tolerance for dissenting opinions and diverse perspectives should inform our classroom discussions and our personal interactions with one another.

EMAIL/PROFESSIONAL CONTACT

Email will be the preferred mode of contact outside of regular classroom hours and office hours. Please feel free to contact me directly (i.e., not via Blackboard's email option) at any point. I will also create a class email list which I will use to send course-related announcements as needed. For this reason, I expect you to check your Purdue email account at least once a day.

Email is a form of professional communication, and, in order to ensure that this communication is as efficient as possible, you should adhere to the following rules.

Before emailing with a general question about the class—"when's our next posting due?" "when are your office hours?"—you should turn to your syllabus. This is a long and detailed syllabus for a reason: it's meant to serve as a reference for you when you're working on your own. I will not answer emails requesting information that is already available to you.

Your email should contain a relevant subject heading ("Today's Readings for HIST 413," for example), a formal salutation ("Dear Professor," Dear Dr. Foray," etc), and a signature including your first and last name. I will not answer emails that contain one sentence, no punctuation, and a casual tone. An email to your professors is not a text. It's a professional interaction between you and your instructors.

I will aim to respond to you in a timely fashion, although I may ask to meet you in person; some subjects are best discussed—and can only be discussed—during office hours and/or scheduled meetings.

In theory, I have no problems answering emails at all times of day/night, but be aware that my schedule may not correspond with yours. Please take this into account as you await a response.

TECHNOLOGY IN CLASS

Cell phones are not to be used in class at any time. This means that your phone should be turned off before class, and it should remain off for the duration of the class. This means: I do not expect to see you texting or otherwise using your phone during our class meetings. I'm not kidding about this. If you are expecting an urgent call or should an emergency situation arise before class, you should speak to me about this before class.

Laptops and all other electronic devices are not permitted in this class. If a recognized disability or other condition necessitates the use of a laptop or other electronic device, you should present me with DRC-issued documentation to these ends.

You are welcome to use digital/electronic versions of your required texts, but you may not have access to them during class meetings. If you use (and mark readings on) an e-reader, you should speak with me about this during the first week of class. You should not expect to have access to Blackboard during our class meetings. Please plan accordingly.

MISC. PROCEDURES AND POLICIES

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes as necessitated by a revised semester calendar or other circumstances. Necessary changes will be announced via email and/or the class Blackboard page.

Safety procedures will be reviewed during the first week of class. In addition, please familiarize yourself with the "Emergency Preparedness for Classrooms" guidelines that I will distribute in class.

During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and my teaching. You will receive an official email from evaluation administrators with a link to the online evaluation site, and you will have two weeks to complete this evaluation. I consider your feedback vital, as does Purdue University. Your professors have access to these online evaluations only after grades are due.

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

SCHEDULE OF TOPICS AND READINGS

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| Tuesday, January 9: | <u>Introduction to the course, syllabus, and topics</u> |
| Thursday, January 11: | <u>Imperialism, Decolonization as Terms and Ideas</u> |
- Kennedy: 1-7
 - MacQueen: ix-xxiv
 - (B) Betts: Glossary
 - (B) Osterhammel, "Colonialism: A Definition"
 - (B) Conklin, Chronology of Events

Posting due Tuesday, January 16 by 9 AM

- Tuesday, January 16: 19th Century Imperialism: Narratives and Sources
- MacQueen: 1-22
 - Getz and Clark: Maps and Figures, Letter to the Reader (xiii-xvi), Part III: Historical Context (113-131) and Part II: The Transcript (85-107)
 - (B) Scott, “Weapons of the Weak”
- Thursday, January 18: Abina: Narrative
- Getz and Clark: Part I: The Graphic History (1-82) and Part IV: Reading Guide (133-157)

Posting due Tuesday, January 23 by 9 AM

- Tuesday, January 23: Economic and political foundations—and critiques—of “New Imperialism”
- MacQueen: 23-37, 40-48
 - (B) Conklin, Introduction
 - (B) Hobson, “Imperialism”
 - (B) Lenin, “Imperialism, the Highest Stage of Capitalism”
 - (B) Schumpeter, “The Sociology of Imperialism”
- Thursday, January 25: Civilizing mission in theory and practice
- MacQueen: 37-40
 - (B) Kipling, “The White Man’s Burden”
 - (B) Conklin, “The French Republican Civilizing Mission”
 - (B) Adas, “The Machine as Civilizer”
 - (B) Gandhi, “The Disease of Civilization”
- Tuesday, January 30: Gender and Imperialism
- (B) Levine, “Introduction: Why Gender and Empire?”
 - (B) Hall, “Of Gender and Empire: Reflections on the Nineteenth Century”
- Thursday, February 1: Historical film discussion; British India
- (B) “Take 13: Philippa Levine on the Trouble with Film,” and Levine, “The Trouble with Film” (both appear in same PDF)
 - (B) Copland, map on p. xiii, Chapter 1: “Rulers and Subjects,” Chapter 2: “Imperial Dilemmas,” and Chapter 3: “Nationalism”

Posting due Tuesday, February 6, by 9 AM

- Tuesday, February 6: Lagaan: the Sporting Empire
- View *Lagaan* on own
 - (B) James, “A Note on Cricket” (see over, cont’d)

- As needed: locate, review websites, youtube tutorials, etc on the rules and game of cricket.

Thursday, February 8:

No class meeting: Belgians in the Congo: *King Leopold's Ghost*

- (B) Wesseling: "Central Africa"
- Hochschild, *King Leopold's Ghost*: Introduction and Prologue, 1-18, 21-60 (or beyond this)

Tuesday, February 13:

King Leopold's Ghost, cont'd

- Hochschild, *King Leopold's Ghost*, 61-181

Posting due before Thursday, February 15, by 9 AM

Thursday, February 15:

King Leopold's Ghost

- Hochschild, *King Leopold's Ghost*, 185-306

Tuesday, February 20:

Contemporary legacies of colonialism

- Hochschild, 309-318 (this is the 2005 "Afterword." If your version of the book does not have this, please let me know, and I can send you a PDF version of it.)
- (B) Silverman, "Art Nouveau, Art of Darkness: African Lineages of Belgian Modernism, Part III": focus on pages 13-22, 26-34, 38-45
- (B) Hochschild, "In the Heart of Darkness," *New York Review of Books*
- (B) Response by Jean-Luc Vellut, with subsequent reply by Hochschild
- Explore website of the Royal Museum for Central Africa in Tervuren, Belgium: <http://www.africamuseum.be/home>

Thursday, February 22:

Empires at War, Part I

- MacQueen: 51-62
- (B) Stovall, "Colonial Workers in France during the Great War"

Tuesday, February 27:

A New Moment?

- Kennedy: 8-24
- (B) Manela, "Imagining Woodrow Wilson in Asia: Dreams of East-West Harmony and the Revolt against Empire in 1919"

Thursday, March 1:

No class meeting (note special posting date/time below):

Empires at War, Part II: A(nother) New Moment?

- Kennedy: 25-45
- MacQueen: 63-70, 71-92
- (B) Betts, "The Sea Change of Empire: The Effects of WWII"
- (B) Betts, "Instability and Uncertainty: The Postwar Situation"

Posting due Friday, March 2, by 5 PM

- Tuesday, March 6: Decolonization, as Concept, Process, End Result
- Kennedy: 46-74
 - MacQueen: 93-121

- Thursday, March 8: **No class meeting**
- “Show and Tell”: Spring Break Version

Tuesday, March 13 and Thursday, March 15: Spring Break

- Tuesday, March 20: Days of Glory
- Kennedy: 74-92

- Thursday, March 22: Days of Glory
- MacQueen: 122-155

Posting due Tuesday, March 27 by 9 AM

- Tuesday, March 27: Days of Glory discussion
- (B) Ginio, “French Officers, African Officers, and the Violent Image of African Colonial Soldiers”
 - Misc articles on African soldiers during World War Two (will be given to you in class)

- Thursday, March 29: Memmi, *The Colonizer and the Colonized*
- Memmi: Preface (vii-xviii), Introduction (Sartre), xxii-xxix
 - Memmi, “Portrait of the Colonizer,” 1-76

Posting due Tuesday, April 3 by 9 AM

- Tuesday, April 3: Memmi, *The Colonizer and the Colonized*
- Memmi, “Portrait of the Colonized,” 77-141

- Thursday, April 5: Memmi into Fanon
- Memmi, Conclusion, 145-153; Afterword, 155-169
 - Fanon, *The Wretched of the Earth*: Preface, Sartre, xliii-lxii

Posting due Tuesday, April 10 by 9 AM

- Tuesday, April 10: Fanon, *The Wretched of the Earth*
- Fanon, “On Violence,” 1-62

- Thursday, April 12: Colonial/Decolonizing Wars
- Fanon, “Colonial War and Mental Disorders,” 181-233

- Tuesday, April 17: France, Algeria, and the *Battle of Algiers*
- (B) Springhall: Selections on Algeria and Decolonization
(see over, cont’d)

- (B) Branche and House, “Silences on State Violence During the Algerian War of Independence: France and Algeria, 1962-2007”

Thursday, April 19:

France, Algeria, and the *Battle of Algiers*

- (B) Gourevitch, “Winning and Losing”
- (B) Ricks, “SAW 7202-06L: ‘The French Army at War in Algeria, 1954-1962,’” and “Aftershocks: A classic on France’s losing fight against Arab rebels contains troubling echoes of Iraq today” (both appear in same PDF)

Posting due Tuesday, April 24 by 9 AM

Tuesday, April 24:

Film discussion

Thursday, April 26:

Decolonization in a Post-Colonial World: what now?

- MacQueen: 156-187
- Kennedy: 93-102
- “Show and Tell”: End-of-Semester Version