

**100.157 History of Race and Empire  
Fall 2010**

**Professor Todd Shepard**

**Teaching Assistants: Jessica Walker and Will Brown**

**Introduction**

Many states, in a number of historical periods and across diverse cultures and civilizations, can be defined as empires. Similarly, many cultures and civilizations have identified groups of people as distinct from other people on the basis of criteria that included geographic origins, pigmentation, and supposed descent. This class will examine how the pursuit and maintenance of empires by European states in the (late) modern period (from the late 18<sup>th</sup> century into the 20<sup>th</sup> century) was uniquely linked to distinctions between groups of people on the basis of “race”: a combination of geographic origins, supposed descent, ascribed skin color, and other factors that were newly seen to be both immutable and deeply meaningful. While we will explore other key contexts that shaped the emergence and flourishing of modern visions of race, such as the defense and the abolition of “black” slavery, certain economic developments, and, especially, the growth and strength of “scientific” racism, we will focus on how state institutions, popular understandings, and cultural artifacts both in European homelands (“metropolises”) and overseas colonies produced or participated in racial thinking.

**Required Texts:**

Michael Adas, *Machines As the Measure of Men: Science, Technology, and Ideologies of Western Dominance* (1990)

Frantz Fanon, *Wretched of the Earth* (2005; use any edition, as long as it has the Sartre Preface)

Mark Mazower, *Hitler's Empire: How the Nazis Ruled Europe* (2008)

**Additional material: 3”x5” notecards**

**Optional Texts:**

Raymond Betts, *Decolonization* (either edition is fine)

H.L. Wesseling, *European Colonial Empires: 1815-1919* (2004)

**Both of these books are good sources of background information**

All of the required books can be purchased at the Barnes & Noble Johns Hopkins Bookstore; I recommend that you look for used copies on-line

All readings marked with an asterisk will be available on the Library's Ereserves

**Schedule of Class Topics and Assignments**

**Week one (8/30; 9/1; 9/3)**

--Readings for discussion on 9/3: Bouda Etemad, *Possessing the World* (2007), 1-7\*

Jane Samson, *Race and Empire* (2005), 1-7\*

Jane Burbank & Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton UP, 2010), 287-330\*

**Week two (9/8 and 10): Race in the 18<sup>th</sup> Century**

**--Readings for discussion on 9/10:** Roxann Wheeler, *The Complexion of Race: Categories of Difference in 18<sup>th</sup>-Century British Culture* (University of Pennsylvania Press, 2000), 2-38; 289-302\*

Nicholas Hudson, "From "Nation" to "Race": The Origin of Racial Classification in Eighteenth-Century Thought." *Eighteenth-Century Studies* 29: 3 (1996): 247-264\*

Durba Ghosh, "Who Counts as 'Native?': Gender, Race, and Subjectivity in Colonial India," *Journal of Colonialism and Colonial History* 6: 3 (Winter 2005), 27 pp.\*

### **Week three (9/13, 15, and 17): The Age of Revolution**

**--Readings for discussion on 9/17:** Catherine Hall, *Civilising Subjects: Metropole and Colony in the English Imagination* (University of Chicago Press, 2002), 84-139; 209-289\*

Laurent Dubois, "Inscribing Race in the Revolutionary French Antilles," in *The Color of Liberty: Histories of Race in France*, Sue Peabody and Tyler Stovall, eds. (2003), 94-107\*

### **Week four (9/20, 22, and 24): Science, Technology, and the Production of Race**

**--Readings for discussion on 9/24:** Adas, 69-127; 128-177; 194-198; 199-248; 266-342

### **Week five (9/27, and 29, 10/1) Midterm #1: review 9/27; midterm 9/29**

**--Readings for discussion on 10/1: Questioning the Race and Empire Connection:**

David Cannadine, *Ornamentalism: How the British Saw Their Empire* (Oxford University Press, 2001), 3-10 and 121-135\*

Bouda Etemad, *Possessing the World* (2007), 119-133\*

Wolfgang Mommsen, *Theories of Imperialism* (1982), 29-65\*

**NB: This is last opportunity to hand in the first reaction paper**

### **Week six (10/4, 6, and 8): Race and Liberalism**

**--Readings for discussion on 10/08:** Jennifer Pitts, *A Turn To Empire: The Rise of Imperial Liberalism in Britain and France* (Princeton University Press, 2005), 165-184; 204-239\*

Thomas R. Metcalf, *Ideologies of the Raj* (1997), 28-65\*

Blumenbach, J.F. "On the Natural Variety of Mankind" (1795). In R. Bernasconi and T. Lott (eds.), *The Idea of Race* (Hackett, 2001), 27-37\*

Jane Burbank & Frederick Cooper, *Empires in World History* (2010), 331-368\*

### **Week seven (10/12, 13, and 15): Classify and Rule**

**--Readings for discussion on 10/15:**

H.F. Augstein, "Introduction" in Augstein, ed., *Race: the Origins of an Idea, 1760-1850* (1996)\*

Nancy Stepan, "Race and the Return of the Great Chain of Being, 1800-1850" and "Race is Everything?: The Growth of Racial Determinism, 1830-1850," in Stepan, *The Idea of Race in Science: Great Britain 1800-1960* (Macmillan Press, 1982), 1-46\*

Henry Home (Lord Kames) "Preliminary Discourse, Concerning the Origin of Men and of Languages" in Augstein, ed., *Race: the Origins of an Idea*, 10-23\*

G.W.F. Hegel, "Anthropology," in Bernasconi, *The Idea of Race*, pp. 38-44\*

Arthur de Gobineau, "The Inequality of Human Races," in Bernasconi, *The Idea of Race*, 45-53\*

**Week eight (10/18, 20, and 22): Whiteness in the Colonies**

**--Readings for discussion on 10/22**

Dane Kennedy, *Islands of White: Settler Society and Culture in Kenya and Southern Rhodesia, 1890-1939* (Duke University Press, 1987), 109-192\*

Michael G. Vann, "The Good, the Bad, and the Ugly: Variation and Difference in French Racism in Colonial 'Indochine'," in Sue Peabody and Tyler Stovall, eds., *The Color of Liberty: Histories of Race in France* (Duke University Press, 2003), 187-205\*

**Week nine (10/25, 27, and 29): Violence and Modern Imperialism**

**--Readings for discussion on 10/29:** Jordanna Bailkin, "The Boot and the Spleen: When Was Murder Possible in British India?" *CSSH* 48:2 (2006), 463 – 494\*

Priya Satia, "The Defense of Inhumanity: Air Control in Iraq and the British Idea of Arabia," *American Historical Review* 111: 1 (Feb. 2006), 16-51\*

**NB: This is last opportunity to hand in the second reaction paper**

**Week ten (11/1, 3, and 5): World Wars and the Mobilization of Race**

**MIDTERM #2 on 11/1**

**--Readings for discussion on 11/5:** Tyler Stovall, "Love, Labor, and Race: Colonial Men and White Women in France during the Great War," in Stovall and Georges Van Den Abbeele, eds., *French Civilization and Its Discontents: Nationalism, Colonialism, Race*, ed. (Lexington Books, 2003), 297-321 \*

Indira Chowdhury-Sengupta, "The Effeminate and the Masculine', in P. Robb, ed., *The Concept of Race in South Asia*, (Oxford University Press, 1997), 283-301\*

Harvey Neptune, "Manly Rivalries and Mopsies: Gender, Nationality, and Sexuality in United States-Occupied Trinidad," *Radical History Review* 87 (2003) 78-95\*

**Week eleven (11/8, 10, and 12): A Racial Empire in Europe**

**--Readings for discussion on 10/12:** Mazower, 1-124; 144-157; 179-222; 236-245; 581-597

**Week twelve (11/15, 17, and 19) : Anti-Colonialism and Race**

**--Readings for discussion on 11/19:** Fanon TBA

Jonathan Glassman, "Sorting out the Tribes: The Creation of Racial Identities in Colonial Zanzibar's Newspaper Wars," *Journal of African History* 41 (2000), 395-428\*

**NB: This is last opportunity to hand in the final reaction paper**

**Week thirteen (11/22): NO CLASS**

**Week fourteen (11/29, 12/1 and 3): Conclusions**

REVIEW FOR FINAL: TBA

**Final 9 a.m.-12 Noon, Thursday, December 16**

## Further Information

**Meetings: Gilman 132, MW 3-3:50pm (all TA sessions on Friday)**

**Contact information for Dr. Shepard:** Office hours are M 1-2pm, or by appointment, in Gilman Hall 316; can be reached at (410)516-7575, or [tshep75@jhu.edu](mailto:tshep75@jhu.edu)

**Contact information for: Will Brown:** Office hours are F 4-5pm, Atrium Café, or by appointment; email: [wbrown46@jhu.edu](mailto:wbrown46@jhu.edu); **Jessica Walker:** Office hours are F 12 pm in the Gilman reading room, or by appointment; email: [jwalke67@jhu.edu](mailto:jwalke67@jhu.edu).

### Course Policies:

**Attendance:** You are expected to attend all lectures and sections. Because it directly affects other members of your group, missing more than two of your Friday sections will lower your grade. Absences from lectures will be noted and may affect your grade. If your attendance is influenced by illness, university activities, interviews family emergencies, religious holidays, or emotional difficulties, please inform me or your TA before class begins (emergencies excepted). Lateness is not acceptable.

*To be counted present, you must hand in—at the end of class—a 3”x5” notecard with one question that you have about that day’s lecture/discussion—which is to say, not about the readings, your grades, future assignments/exams, life, or about what your group has discussed. Feel free, however, to ask such questions in addition to the required question. I will respond to several of the lecture questions at the beginning of the subsequent class period. YOU MUST BRING A 3”x5” NOTECARD TO EACH MEETING.*

### Academic and Personal Integrity and Honesty

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, re-use of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

Report any violations you witness to the instructor. You may consult the associate dean of students and/or the chairman of the Ethics Board beforehand. See the guide on “Academic Ethics for Undergraduates” and the Ethics Board web site (<http://ethics.jhu.edu>) for more information.

**Plagiarism:** Violations of the following principles in students’ completed work constitutes plagiarism, which is normally considered a major offense.

1/All written work submitted for credit is accepted as your own work. It may not have been **composed**, wholly or partially, by another person.

--One implication of this is that **the wording and formulation** of written work, **unless it is in quotation marks**, is taken as your own. Thus you may not submit work that has been copied, wholly or partially, from a book, article, essay, newspaper, another student’s paper or notebook, internet site, or any other written or printed media source unless you use both quotation marks and *proper citation*.

--Feel free to use a lot of quotes. Scholarly work, almost by definition, will include other writers’ phrases, sentences, or paragraphs. All of these—even if it’s only a key word or several words--must be presented as quotations and with the source acknowledged. Otherwise, it’s plagiarism.

--Often paraphrasing is better than direct quotes. I encourage you to incorporate ideas from other people's books and essays in your work as starting points, defining issues, illustrations, and the like; in each case the source must be cited. Unless it is, the ideas, arguments, and conclusions of written work are accepted as originating with you, the writer. Written work that paraphrases any written or printed media material without explicit acknowledgement (N.B.: even if the source is cited in a footnote) is a form of plagiarism. To paraphrase means to rewrite in your own words what the author you are relying on has written. Changing a word or several words (e.g., using the thesaurus function) while using the sentence form/structure that another writer came up with is not paraphrasing, it's quoting; unless it is acknowledged/cited, it is plagiarism

2/Remember that any on-line materials you use to gather information for a paper are also governed by rules about plagiarism, so you need to learn to cite electronic sources as well as printed and other sources.

3/You may correct and revise your writing with the aid of reference books and other sources. You may also discuss your writing with peer-writing groups, peer tutors, other professors, or other people more generally. However, you may not submit writing that has been revised substantially by another person.

**Controversial Subject Matter:** Be aware that several of the **required** readings deal with religious and sexual themes in ways that some may find controversial or even offensive. If you are unwilling to risk this, do not take the class.

**Course Grade** consists of the following components, weighted roughly as follows:

*Two Mid-terms* (9/29 and 11/1): 15% for each *and Final exam* (12/16): 30%: these will consist of identifications and essay questions. The final exam will be cumulative.

*Papers:* 30%: **You must hand in three 4-5 pp response papers. One of them must be handed in during weeks 2-5; the 2nd during weeks 6-9; the 3rd during weeks 10-12.** In the response paper, you must identify an issue in one or more of that week's readings, and analyze it in relationship to at least one of the readings from one or more previous weeks. As with all such papers, it must use proper citation and have a thesis. (NB: The thesis should be specific to the readings you have identified. I **strongly** advise you against choosing a thesis such as "racism is bad," "racists are wrong," or vice versa.) The response paper is due at the beginning of the Friday class period during which the reading(s) will be discussed.

*Participation:* 10%: This will primarily be assessed on the basis of your work in section. Not speaking out and/or not demonstrating that you've done the readings on a regular basis will result in a 0 of 10.

**Late papers policy:** Late papers are not accepted. If you must miss section, but have already completed the paper for that week, please email it to your TA by **noon**.

**N.B.: With Ms. Walker and Mr. Brown, I will determine your final grade. While we will rely heavily on the numerical grades you have received, the final grade will not be solely a question of mathematics: our assessment of your overall performance will affect it.**