

100.157 History of Race and Empire
Fall 2008

Professor Todd Shepard
Teaching Assistant: Mr. Eddie Kolla

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, skin color, and supposed descent. This class will examine how the pursuit and maintenance of empires by European states in the modern period (from the late 18th century into the 20th century) was uniquely linked to distinctions between groups of people on the basis of “race”: a combination of geographic origins, supposed descent, 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, contexts 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 and cultural representations both in European homelands (“metropolises”) and overseas colonies produced or participated in understandings of race.

Required Texts:

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

Aimé Césaire, *Discourse on Colonialism* (2001)

Thomas R. Metcalf, *Ideologies of the Raj* (1997)

Wolfgang Mommsen, *Theories of Imperialism* (1982)

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 WebCT

Schedule of Class Topics and Assignments

Week one (9/5) No Class

#Week two (9/8, 10, 12): Race in the 18th Century

--Readings for discussion on 9/12: Roxann Wheeler, *The Complexion of Race: Categories of Difference in 18th-Century British Culture* (University of Pennsylvania Press, 2000), 2-38; 289-302*

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 three (9/15, 17, 19): The Age of Revolution

--Readings for discussion on 9/19: Catherine Hall, *Civilising Subjects: Metropole and Colony in the English Imagination* (University of Chicago Press, 2002), 84-139; 209-289*

#Week four (9/22, 24, 26): Science, Technology, and the Production of Race
NO CLASS on 9/24

--Readings for discussion on 9/26: Adas, 69-127; 128-177; 194-198; 199-248; 266-342

#Week five (9/29, 10/1 and 3)
NO CLASS on 9/29 or 10/1

--Readings for discussion on 10/3: Mommsen, 1-93
David Cannadine, *Ornamentalism: How the British Saw Their Empire* (Oxford University Press, 2001), 3-10 and 121-135*

#Week six (10/6, 8, 10) Questioning the Race and Empire Connection

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

Week seven (10/13, 15, 17) Race and Liberalism

MID-TERM REVIEW 10/17

Reading: Metcalf, 66-160

#Week eight (10/20, 22, 24) Classify and Rule/ MID-TERM ON 10/20

--Readings for discussion on 10/24: 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 (10/27, 29, 31): Whiteness in the Colonies

--Readings for discussion on 10/31: Jordanna Bailkin, "The Boot and the Spleen: When Was Murder Possible in British India?" *Comparative Studies in Society and History* 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*

#Week ten (11/3, 5, 7): Violence and Modern Imperialism

--Readings for discussion on 11/7: 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 (11/10, 12, 14): World Wars and the Mobilization of Race

--Readings for discussion on 10/14: Mark Mazower, *Hitler's Empire: Nazi Rule in Occupied Europe* (Penguin Press, 2008), 1-124; 144-157; 179-222; 236-245; 581-597*

#Week twelve (11/17, 19, 21) : A Racial Empire in Europe

--Readings for discussion on 11/21: Césaire, all

Week thirteen (11/24, 26): Anti-Colonialism and Race

Week fourteen (12/1, 3, 5): Conclusions

--Readings for discussion on 12/5: Pascal Bruckner, *Tears of the White Man: Compassion as Contempt* (Free Press, 1986), 3-7; 10-23*

Niall Ferguson, **TBA**

REVIEW FOR FINAL: TBA

Final 9 a.m.-12 Noon, Thursday, December 18

Further Information

Contact information for Dr. Shepard: Office hours are Wed., 12 p.m.-1:00, or by appointment, in Suite 1401 Office B, Dell House, 2850 N. George St.; can be reached at (410)516-7575, or tshep75@jhu.edu

Contact information for Mr. Kolla: Office hours are **Wed., 4-5 p.m.**, or by appointment, can be reached at ejkolla@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 Mr. Kolla 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.

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, reuse 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.
2. I encourage you to incorporate ideas from books and essays in your work as starting points, governing issues, illustrations, and the like, but in each case the source must be cited.
3. The wording of written work 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 *proper citation*. Scholarly work, almost by definition, will include other writers’ phrases, sentences, or paragraphs. All of these—even if its only a key word or several words--must be presented as quotations and with the source acknowledged.
4. 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) may not be submitted for credit.
5. 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.
5. 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.

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:

In-Class Group Work: 30%: Each week that is marked with “#”, your Friday section will be devoted to doing in-class group work. On those days, students will first take a short (15 mins.) individual quiz—open book and notes--concerning that week’s reading(s). There will be 4 or 5 questions; you must respond to all but one of them (3 of 4; 4 of 5). The quiz questions are meant to be broad and synthetic: to encourage you to draw conclusions from the readings and to make connections

between them. **There is no expectation that you will have enough time to answer them to your satisfaction.** Instead, the individual quiz will be graded primarily on whether you did the assigned reading and can point to passages, sentences, pages, or arguments from the reading(s) that relate to the question. You should be concrete: give page numbers or quote passages before you begin to answer the questions. Giving smart and great answers without specific references to the reading will get you 0 points; showing that you have thought about what parts—examples, arguments, etc.--of the readings are crucial to answering the question will get you maximum points. This means that spending the 15 minutes searching for examples to answer one question will get you a better grade than undocumented answers to all of the questions.

We will then break down into small groups (4-6 students), which will each discuss the quiz and come up with the group's written response to all of the questions.

I will assign you to the group you will be in for the semester. Each person will receive a grade for that class made up of the average of their own quiz grade and of their group's response. Your two lowest in-class group work grades will be dropped.

Mid-term: 15% and Final exam: 25%: Both will consist of identifications and essay questions. Essay questions will be modeled on the questions you have done for In-class group work. The final exam will be cumulative.

Papers: 30%: You must hand in three (3) 4-5 page response papers. One of them must be handed in on or before October 3; one on or before October 31; one on or before 11/21.

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. The response paper is due at the beginning of the Friday class period for which the reading(s) are assigned.

Late papers policy: Late papers are not accepted. If you must miss a class, but have already completed the paper for that week, please email it to Mr. Kolla by **noon** on the appropriate day.

N.B.: With Mr. Kolla, 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.