

Dr. Foray

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History 413: Europe in the Age of Empires**Spring 2014****Tues. and Thurs. 9:00-10:15 AM****UNIV 301****COURSE OBJECTIVES**

In this upper-level course, 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. 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.

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, contraction, transformation, and ultimate dissolution of these modern European empires. 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. If you wish to obtain these books via other channels, please see the detailed information contained in the textbook list linked to this class on myPurdue and contained on the History Department website.

- Franz Fanon, *The Wretched of the Earth*. Trans. Richard Philcox, with a Foreword by Homi K. Bhabha and a Preface by Jean-Paul Sartre
- Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*
- Norrie MacQueen, *Colonialism* (Harlow, England: Longman, 2007).
- Albert Memmi, *The Colonizer and the Colonized*. Expanded Edition, with an Introduction by Jean-Paul Sartre (Boston: Beacon Press, 1999).

REQUIRED BLACKBOARD READINGS

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

- **Written responses, posted on Blackboard throughout the course of the semester: 60%** of final grade
- **Participation in class discussion: 40%** of final grade

MISC. FORMAT AND PROCEDURES

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.

You should consider your Blackboard postings to be “mini essays”: in approximately two 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 respond to your classmates’ postings in our class discussions.

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.

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 these reasons, I expect you to check your Purdue email account at least once a day.

- Please note: I will not discuss grades via email, nor will your class grades be released on Blackboard. Please see me, in person, to discuss your grades in the course.

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. Similarly, if you use a laptop in class, I expect that you will use it solely for class-related purposes. Your violation of these policies will count against your participation grade in the class.

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.

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.

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.

- 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.
- Those who engage in such practices 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, you will fail the course—period. Please do not put yourself in this situation.

SCHEDULE OF TOPICS AND READINGS

Tues. Jan. 14:	<u>Introduction to the course, syllabus, and topics</u>
Thurs. Jan. 16:	<u>"Imperialism" as concept, phenomenon, and historical process</u> MacQueen: ix-xxiv (B) Betts, 114-116 (Glossary) (B) Osterhammel, "Colonialism: A Definition," 15-22 (B) Conklin, Chronology of Events (xi-xv)
Tues. Jan. 21:	<u>19th century imperialism: old wine in a new bottle?</u> MacQueen: 1-22 (B) Wesseling, "Introduction: The Expansion of Europe, 1492-1815," 1-12 (B) Lehning, "Imperial Europe in the nineteenth and twentieth centuries," 210-228
Wed. Jan. 22:	Posting due by 5 PM
Thurs. Jan. 23:	<u>19th century imperialism, cont'd</u> (see next page)

(B) Ringmar, "Audience for a Giraffe: European Expansionism and the Quest for the Exotic"

Tues. Jan. 28: The economic and political foundations, and critiques, of "New Imperialism"
 MacQueen: 23-37, 40-48
 (B) Conklin, Introduction, 1-9
 (B) Hobson, "Imperialism," 15-20
 (B) Lenin, "Imperialism, the Highest Stage of Capitalism," 36-43
 (B) Schumpeter, "The Sociology of Imperialism," 43-51

Wed. Jan. 29: Posting due by 5 PM

Thurs. Jan. 30: The "civilizing mission" in theory and practice
 MacQueen: 37-40
 (B) Kipling, "The White Man's Burden," 58-59
 (B) Conklin, "The French Republican Civilizing Mission," 60-66
 (B) Adas, "The Machine as Civilizer" 67-74
 (B) Gandhi, "The Disease of Civilization," 22-29

Tues. Feb. 4: British India, sport, and *Lagaan*
 (B) "Take 13: Philippa Levine on the Trouble with Film," and Levine, "The Trouble with Film," 25-27
 (B) Cook, "Conflicting Ideologies in British India, 1875-1900," 113-145

Thurs. Feb. 6: *Lagaan*, continued
 (B) James, "A Note on Cricket," xvii-xx
 (B) Guttmann, "Cricket," 15-40

Tues. Feb. 11: *Lagaan*
 (B) Cook, "Women as Colonizers and Colonized," 146-156

Wed. Feb 12: Posting due by 5 PM

Thurs. Feb 13: Film discussion
 Hochschild, *King Leopold's Ghost*: Introduction and Prologue, 1-18
 (suggested: keep reading beyond 18)

Tues. Feb. 18: The Congo, Cont'd
 Hochschild, *King Leopold's Ghost*, 21-149

Thurs. Feb. 20: The Congo, Cont'd
 Hochschild, *King Leopold's Ghost*, 150-234

- Mon. Feb 24:** **Posting due by 5 PM**
- Tues. Feb. 25: Leopold's Congo—and Hochschild's book—on film
Hochschild, *King Leopold's Ghost*, 235-306
- Thurs. Feb. 27: From colonial war(s) to imperial genocide?
(B) Hochschild, "Leopold's Congo: A Holocaust We Have Yet to Comprehend," B4-B6
- Mon. March 3:** **Posting due by 5 PM**
- Tues. March 4: The empires at war
MacQueen: 51-62
(B) Stovall, "Colonial Workers in France during the Great War," 165-173
(B) Manela, "Imagining Woodrow Wilson in Asia: Dreams of East-West Harmony and the Revolt against Empire in 1919," 1327-1351
- Thurs. March 6: A new war, a new moment
MacQueen: 63-69
(B) Betts, "The Sea Change of Empire: The Effects of WWII," Ch. 2, 20-29, and "Instability and uncertainty: The postwar situation," Ch. 3, 30-37
- Tues. March 11: Decolonization
MacQueen: 71-92, 93-121
(B) Betts, "Pronouncements, denunciations, and the search for ideology: International public opinion and decolonization," Ch.4, 38-46
- Wed. March 12:** **Posting due by 5 PM**
- Thurs. March 13: Memmi and French Tunisia
Memmi: Preface (vii-xviii), Introduction (Sartre), xxii-xxix
- Tues. March 18: **Spring Break**
- Thurs. March 20: **Spring Break**
- Tues. March 25: Memmi, *The Colonizer and the Colonized*
Memmi, "Portrait of the Colonizer," 1-76
- Wed. March 26:** **Posting due by 5 PM**
- Thurs. March 27: Memmi, *The Colonizer and the Colonized*, cont'd
Memmi, "Portrait of the Colonized," 77-141

- Tues. April 1: Decolonization, continued
Memmi, Conclusion, 145-153; Afterword, 155-169
Fanon, *The Wretched of the Earth*: Preface, Sartre, xliii-lxii
- Wed. April 2: Posting due by 5 PM**
- Thurs. April 3: Colonial/decolonizing wars; Fanon
Fanon, "On Violence," 1-62
- Tues. April 8: Days of Glory: Film viewing on own
MacQueen: 122-155
- Thurs. April 10: Film viewing, response
- Mon. April 14: Posting due by 5 PM**
- Tues. April 15: Film discussion; Fanon and national consciousness
Fanon, *The Wretched of the Earth*, "The Trials and Tribulations of National Consciousness," 97-144
- Thurs. April 17: The legacies of colonial/decolonizing violence
Fanon, "Colonial War and Mental Disorders," 181-233
- Tues. April 22: France, Algeria, and *The Battle of Algiers*
(B) Springhall, Selections on Algeria, 110-111, 146-156
- Thurs. April 24: *The Battle of Algiers*
(B) Gourevitch, "Winning and Losing," 1-3
- Mon. April 28: Posting due at 5 PM**
- Tues. April 29: The Algerian War in memory and film
- Thurs. May 1: Decolonization in a post-colonial world: what now?
MacQueen: 156-187
(B) Cooper, "Why We Still Need Empires," 1-3
(B) Blog posting by Three Fingere Fox, "The iconicity of 'peaceful resistance'"