HIST 2321: Colonial Encounters: Europe and the Culture of Empire
Lisa Tiersten ltiersten@barnard.edu
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, orientalisms 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 A 5-7-page paper, either analyzing the use of a novel, travel memoir, or other primary source as a historical document or exploring a particular aspect of the colonial and postcolonial history of a geographic or cultural region (30% of grade).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 (112th 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


8. Mon., 9/30: The Slavery Debate  
Anti-slavery poetry.

II. NATIONS AND EMPIRES

9. Weds., 10/2: Nation-Building and National Consciousness  

10. Mon., 10/7: Orientalisms  
Myra Jasanoff, *Edge of Empire*, “Collecting an Empire.”  
Byron and Coleridge poems.

11. Weds., 10/9: Midterm Examination

12. Mon., 10/14: The Case of India  
Thomas Macaulay, “Minute on Education” (1835).  

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

PAPER PROSPECTUS DUE (in an e-mail, no attachments)
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### III. THE TWENTIETH CENTURY: EMPIRE IN DECLINE

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<td>18. Mon., 11/4:</td>
<td>Election Day Holiday</td>
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****Weds., 11/13: *Chocolat* (dir. Claire Denis, 1988)****
7:00-9:30 pm, Altschul 202

22. Mon., 11/18:

**Colonial Relationships and Nationalist Consciousness**


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

23. Weds., 11/20:

**Things Fall Apart: The Aftermath of World War II**


PAPER DUE (in class)

24. Mon., 11/25:

**The Algerian War: A Case Study**


25. Weds., 11/27:

Thanksgiving Holiday Begins

IV. THE POSTCOLONIAL WORLD

26. Mon., 12/2:

**Postcolonial Culture and Consumer Capitalism**


27. Weds., 12/4:

Tourism in the Postcolonial World
Browse through travel guide excerpts.

28. Mon., 12/9: Conclusions
Assignment: 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. 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.