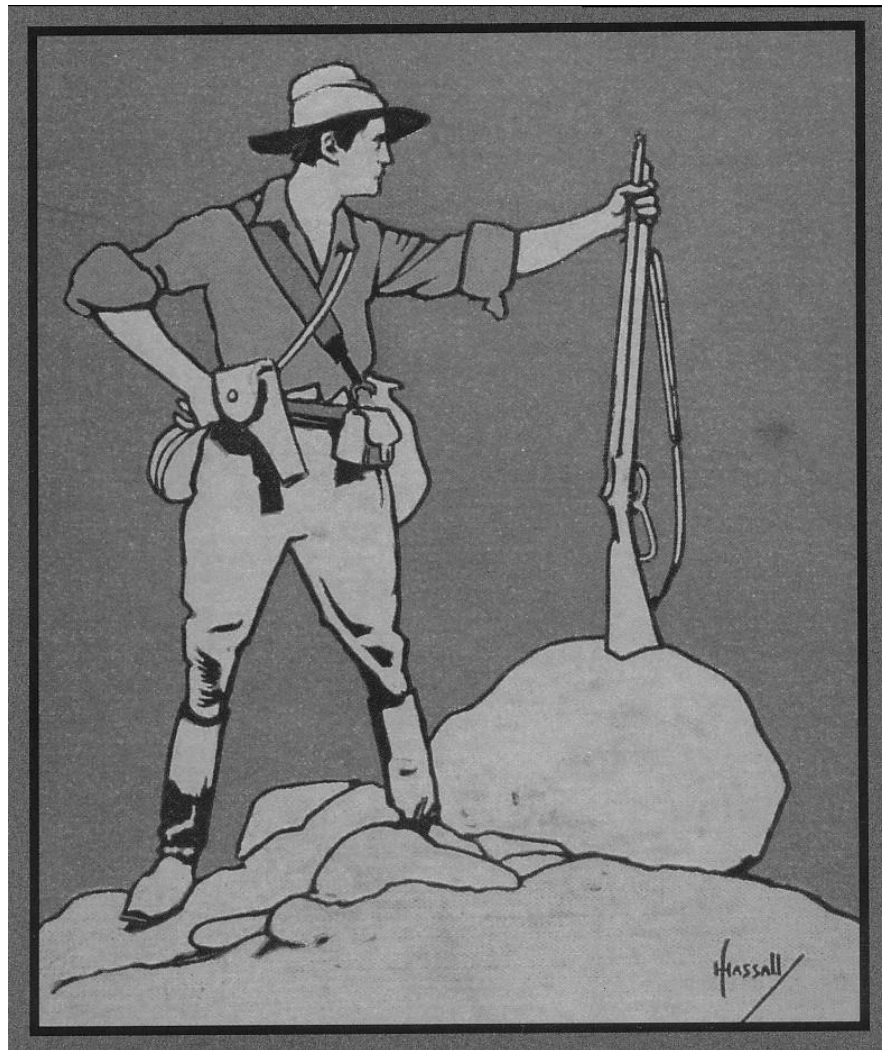


THE UNIVERSITY OF ADELAIDE

DEPARTMENT OF HISTORY

**COLONIAL IDENTITY  
AND  
THE LEGACIES OF EMPIRE**



Course code 2032/3032

COURSE GUIDE 2005 SEMESTER II



COVER ILLUSTRATION

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**Lectures :** Monday at 10.10 am in Ligertwood 231.  
Wednesday at 10.10 am in Ligertwood 231.

**Tutorials :** Monday 11.10 pm Napier 205  
Tuesday 10.10 am Education G16  
Tuesday 11.10 pm Napier 210  
Tuesday 1.10 pm Education G11

<b>Work required and marks for the course</b>		Level II	Level III
<b>i</b>	Tutorial attendance and participation	10%	10%
<b>ii</b>	Book Review (Level III only)	NA	10%
<b>iii</b>	Tutorial Journal	40%	30%
<b>v</b>	Write one primary source essay (Level II, 3000 words : Level III, 4000 words), due 14 JUNE before 12 noon.	50%	50%
		100 %	100%

### **Course Co-ordinators**

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You will be precluded from the course for not completing the work required, or for inadequate attendance at tutorials.

If you decide to withdraw from the course, inform your lecturer and the Academic Registrar's Office by ?? May 2005. Under University regulations, withdrawals after this day are considered failures.

## LECTURE OUTLINE

	<i>Monday</i>		<i>Wednesday</i>	
1	25 Jul	Introduction	27 Jul	Colonialism – an overview
		<i>No tutorial</i>		
2	1 Aug	Race and Empire	3 Aug	Colonial Administration
		<i>Introductory tutorial</i>		
3	8 Aug	A New Race of Societies 1	10 Aug	Imperial Rivalries
		<i>Otherness: it's not what you think?</i>		
4	15 Aug	Rise of Colonial Nationalisms 1	17 Aug	Rise of Colonial Nationalisms 1
		<i>Administering the New Empires</i>		
5	22 Aug	Rise of Scientific Racism	24 Aug	Writing the Colonial Adventure
		<i>Race and miscegenation</i>		
6	29 Aug	No Lecture	31 Aug	No Lecture
		<i>Library tutorial</i>		
7	5 Sep	Remaking the Natives 1	7 Sep	Remaking the Natives 2
		<i>Writing the Colonial Adventure</i>		
8	12 Sep	Representing the Natives	14 Sep	Great Exhibitions
		<i>The Right to Rule</i>		
		<i>Semester Break 19 – 30 Sep</i>		
9	3 Oct	Public Holiday	5 Oct	Colonies and the metropole
		<i>Art and the other</i>		
10	10 Oct	War and the end of superiority	12 Oct	Movements for colonial independence
		<i>Native Soldiers</i>		
11	17 Oct	Decolonisation 1	19 Oct	Decolonisation 2
		<i>Losing Patience</i>		
12	24 Oct	Post-colonialism	26 Oct	Conclusion
		<i>Legacies of empire</i>		

## TUTORIAL WORK

### Assessment of tutorials

Everyone is expected to prepare for and contribute to all tutorials.

10% of your final mark will be determined by your attendance and contribution to tutorials.

Each student will give one tutorial presentation during the course of the semester. (Remember that the principal task of the presenters is to promote discussion among the group).

You will be keep a 'Tutorial Journal' which will be handed up for assessment in the mid-semester break. (Details of what is required with this exercise are explained in the section on Assessment).

### Library Tutorial

The tutorial will be held in the Barr Smith Library at your usual tutorial time. The course librarian will discuss the library's reference tools and discuss the range of sources you might use in undertaking your major essay. It is important to attend this tutorial. Don't presume that because you have attended other library tutorials that this one will be much the same – there will be a strong emphasis on the themes of the course.

### GRADE SCALE

0-49%	FAIL
50-64%	PASS
65-74%	CREDIT
75-84%	DISTINCTION
85-100%	HIGH DISTINCTION

## TUTORIAL TOPICS

### Week 1. 25 July

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No Tutorial

### Week 2. 1 Aug Introductory tutorial

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Administrative Matters

### Week 3. 8 Aug Otherness: It's not what you think

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- What is the Montaigne's attitude towards cultural difference in "On Cannibals"? (How do you know?)
- Additional questions.
- What does Montaigne know about the world? How does he know it?
- How do we know whether we should trust eyewitnesses?
- What is barbarism?
- What is the relationship between nature and barbarism?
- If Cannibals are the "other" in this essay, who are the "we"?
- What might the consequences of Montaigne's ideas be for colonialism and imperialism? (Speculate.)

#### *Required reading:*

Montaigne, Michel de. "On the Cannibals." In *Essays*. (Also available at <http://www.victorianweb.org/courses/nonfiction/montaigne/cannibals.html>)

#### Additional reading:

A useful and intelligent guide to Montaigne's *Essays*, prepared by Ian Johnston, Malaspina University-College, Nanaimo, BC, Canada:  
<http://www.mala.bc.ca/~johnstoi/introser/montaigne.htm>

Said, Edward W. *Orientalism*. London: Penguin, 1995.

Todorov, Tzvetan. *On Human Diversity: Nationalism, Racism, and Exoticism in French Thought*. Cambridge, Mass.: Harvard University Press, 1993.

Gustav Jahoda, 'Cannibalism at Issue', *Images of Savages: Ancient roots of modern prejudice in western culture*.

### Week 4. 15 Aug Administering the New Empires

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Questions for discussion

When we think of colonial administration, we tend to think of a bureaucracy imposed from the center (e.g., London, Paris, Berlin, Lisbon). Yet colonial administration requires the presence of administrators in the colony itself. Based on the readings for this week, what kinds of people do you think were attracted to colonial service? Why were they attracted to the colonies?

Required reading:

Cohen, William B. "The Lure of Empire: Why Frenchmen Entered the Colonial Service." *Journal of Contemporary History* 4, no. 1, Colonialism and Decolonization (1969): 103-16.

Tocqueville, Alexis de. "Some ideas about what prevents the French from having good colonies (1833)." In *Writings on Empire and Slavery*, ed. Jennifer Pitts, 199-226. Baltimore: Johns Hopkins University Press, 2001.

Additional reading:

Cohen, William B. *Rulers of Empire: The French Colonial Service in Africa*. Stanford, Calif.: Hoover Institution Press, 1971.

Delavignette, Robert Louis. *Robert Delavignette on the French Empire: Selected Writings*. Edited by William B. Cohen and Adelle Rosenzweig. Chicago: University of Chicago Press, 1977.

Burkholder, Mark A., *Administrators of empire* / edited by Mark A. Burkholder, *Expanding world*; v. 22, Aldershot : Ashgate Variorum, c1998. v. 22, 353.150941 B959a

**Week 5. 22 Aug** Race and miscegenation

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Questions for discussion

Ideas of race and blood play a fundamental part in the readings this week. Is race an immutable category?

**Required reading:**

Aubert, Guillaume. "'The Blood of France': Race and Purity of Blood in the French Atlantic World." *The William and Mary Quarterly* 61, no. 3 (2004): 439-78.

Douglas Cole, 'The Crimson Thread of Kinship: Ethnic Ideas in Australia, 1870-1914', in *Historical Studies*, Vol. 14, No. 56, April 1971.

**Background reading:**

Ferro, Marc. "A New Race of Societies", in *Colonization: A Global History*. London and New York: Routledge, 1997, pp. 104-161.

Additional Reading

Cohen, William B. *The French Encounters with Africans: White Response to Blacks, 1530-1880*. First paperback edition. Bloomington: Indiana University Press, 2003.

Stoler, Ann Laura. "Making Empire Respectable: The Politics of Race and Sexual Morality in 20th-Century Colonial Cultures." *American Ethnologist* 16, no. 4 (1989): 634-60.

Stoler, Ann Laura. "Rethinking Colonial Categories: European Communities and the Boundaries of Rule." *Comparative Studies in Society and History* 31, no. 1 (1989): 134-61.

Fredrickson, George M. *Racism: A Short History*. Melbourne: Scribe Publications, 2002.

Bullard, Alice. *Exile to Paradise: Savagery and Civilization in Paris and the South Pacific, 1790-1900*. Stanford, California: Stanford University Press, 2000.

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**Week 6. 29 Aug Library Tutorial**

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Meet near the information desk in the Library at the usual time for your tutorial.

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**Week 7. 5 Sep Writing the Colonial Adventure**

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**Question:**

Favenc's novel is written in the style of an Imperial adventure story, in the fashion of Rider Haggard's *King Solomon's Mine*, or *She* – a type of fiction especially popular in the late 19<sup>th</sup> century. Based on your reading of the extracts, what do you think the novel tells us about attitudes toward race and identity in Australia on the eve of Federation?

**Required reading:**

Extract from Ernest Favenc, *The Secret of the Australian Desert* (1895)

*Additional Reading*

Robert Dixon, *Writing the Colonial Adventure: Race, Gender and Nation in Anglo-Australian popular fiction, 1875-1914*, CUP, 1995.

Graham Dawson, *Soldier Heroes: British Adventure, Empire and the Imagining of Masculinities*, Routledge, 1994.

Martin Green, *Dreams of Adventure, Deeds of Empire*, New York, 1979.

Wendy Katz, *Rider Haggard and the Fiction of Empire: A Critical Study of British Imperial Fiction*, CUP, 1987.

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**Week 8. 12 Sep The Right to Rule**

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**Question:**

**These documents deal with the administration of 'native peoples'; the first, a British perspective from the 1837, and the second, a French perspective from 1910. How do they justify their 'right to rule'?**

***Further questions:***

**What do the author's see as the 'responsibilities' of empire?**

**In what ways do the British and French perspectives differ?**

**How might one explain those differences?**

***Required reading:***

'The Aborigines Committee and the Morality of Empire  
'Jules Harmand on the Morality of Empire and the Policy of Association'

All readings from Philip D. Curtin (ed), *Imperialism*, MacMillan, 1971.

***Additional reading***

Abbé Grégoire, "Memoir in Favor of the People of Color or Mixed-Race of Saint Domingue", 1789, in Hunt, etc.

Society of the Friends of Blacks, "Address to the National Assembly in Favor of the Abolition of the Slave Trade", February 5, 1790, in Hunt, etc.

Kersaint, "Discussion of Troubles in the Colonies," March 28, 1792, in Hunt, etc.  
Decree of the National Convention of February 4, 1794, Abolishing Slavery in All the Colonies, in Hunt, etc.

Tocqueville, Alexis de. "The Emancipation of Slaves (1843)." In *Writings on Empire and Slavery*, ed. Jennifer Pitts, 199-226. Baltimore: Johns Hopkins University Press, 2001.

Drescher, Seymour. "British Way, French Way: Opinion Building and Revolution in the Second French Slave Emancipation." *The American Historical Review* 96, no. 3 (1991): 709-34.

Drescher, Seymour. "The Ending of the Slave Trade and the Evolution of European Scientific Racism." *Social Science History* 14, no. 3 (1990): 415-450.

Stokes, Curtis. "Tocqueville and the Problem of Racial Inequality." *Journal of Negro History* 75, no. 1/2 (1990): 1-15.

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**Mid-Semester Break : 19-30 Sep**

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**Question:**

**What was the influence of 'primitivism' on modern art? In addressing this question focuss on one artist or art style. Use illustrations of the art to demonstrate your argument.**

**Further questions:**

**What was the attraction of the 'primitive' for modern artists?**

**What does this influence reveal about the changing nature of metropolitan culture?**

**Is this 'borrowing' homage or appropriation?**

**Required reading:**

Alistair Bonnett, *White Identities: Historical and International Perspectives*, Chapter 4, 'Escaping Whiteness? Primitivism and the search for human authenticity'.

**Further reading:**

Morton, Patricia A. "National and Colonial: The Musee Des Colonies at the Colonial Exposition, Paris, 1931." *Art Bulletin* 80, no. 2 (1998): 357-377. Available from <http://links.jstor.org/sici?sici=0004-3079%28199806%2980%3A2%3C357%3ANACTMD%3E2.0.CO%3B2-5>

"Annual Report. The Work of the Institute in 1931." *Africa* 5, no. 1 (1932): 75-78. Available from <http://links.jstor.org/sici?sici=0001-9720%28193201%295%3A1%3C75%3AARTWOT%3E2.0.CO%3B2-F>

Burris, John P., *Exhibiting religion : colonialism and spectacle at international expositions, 1851-1893* / John P. Burris, Charlottesville : London : University Press of Virginia ; Eurospan [distributor] , 2001. 200.74

Tony Bennett, 'The Exhibitionary Complex', in N. Dirks, G. Eley & S. Ortner (eds), *Culture/Power/History: A Reader in Contemporary Social Theory*, Princeton University Press, 1994.

Poignant, Roslyn, *Professional savages : captive lives and western spectacle*, University of New South Wales Press, Sydney, 2004.

## **Week 10. 10 Oct Native soldiers**

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Stovall, Tyler. "The Color Line Behind the Lines: Racial Violence in France During the Great War." *American Historical Review* 103, no. 3 (1998): 737-769. Available from <http://links.jstor.org/sici?sici=0002-8762%28199806%29103%3A3%3C737%3ATCLBTL%3E2.0.CO%3B2-R>

Rice, Laura. "African Conscripts/European Conflicts: Race, Memory, and the Lessons of War." *Cultural Critique*, no. 45 (2000): 109-49.

Echenberg, Myron. "'Morts Pour La France'; the African Soldier in France During the Second World War." *Journal of African History* 26, no. 4, World War II and Africa (1985): 363-80.

Recommended:

Echenberg, Myron J. *Colonial Conscripts: The Tirailleurs Sénégalais in French West Africa, 1857-1960*, Social History of Africa. Portsmouth, NH: Heinemann, 1991.

Lunn, Joe. *Memoirs of the Maelstrom: A Senegalese Oral History of the First World War*, Social History of Africa. Portsmouth, NH: Heinemann, 1999. BMM 940.3663 L963m.

### **Questions for discussion**

We tend to think of the colonies as sources of raw materials: iron ore, diamonds, cotton, and so on. How does thinking about people as resources change your understanding of the process of colonialism?

What kinds of explanations can you offer for the participation of colonized peoples in the military endeavours of the

## **Week 11. 17 Oct Losing patience / The process of decolonization**

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### **Ferro, ch. 10 – Liberation or decolonization**

**“United Nations Declaration on the granting of independence to colonial countries and peoples”**

**United Nations Charter on the Rights of Indigenous People**

Recommended:

**Sartre on Fanon?**

**James Tully, "The Struggles of Indigenous Peoples for and of Freedom", in *Political Theory and the Rights of Indigenous Peoples*, ed. D. Ivison, Paul Patton, and Will Sanders. (Cambridge University Press, 2000).**

--Cohen, William B. "Legacy of Empire: The Algerian Connection." *Journal of Contemporary History* 15, no. 1, Imperial Hangovers (1980): 97-123.

--Macey, David. "Frantz Fanon, or the Difficulty of Being Martinican." *History Workshop Journal*, no. 58 (2004): 211-23.

--Lambert, Michael C. "From Citizenship to Negritude: "Making a Difference" in Elite Ideologies of Colonized Francophone West Africa." *Comparative Studies in Society and History* 35, no. 2 (1993): 239-62.

\*Fanon, Frantz. *The Wretched of the Earth*. Translated by Constance Farrington: Grove Press, 1986.

### **Still needed: overview of decolonization**

#### **Questions for discussion**

How do you explain the movement toward decolonisation?

Additional questions to think about:

How do changing notions of identity contribute toward the process of decolonization?

Who wants to decolonize?

Who resists decolonization?

How do you account for the differences in decolonization in French and British colonies?

To what extent is it possible for settler societies such as Canada, Australia, and New Zealand to "decolonize"? (Think of the contrast with French Indochina or Algeria, or Rhodesia, Kenya, etc.)

To what extent should the state accord degrees of self-determination to their indigenous populations?

### **Week 12.      24 Oct      Conclusion**

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Required readings:

Samuel P. Huntington, 'The Clash of Civilizations', in S. P. Huntington, *The Clash of Civilizations? The Debate*, Council of Foreign Relations, New York, 1996.

Marc Ferro, Ch. 11, "Decolonization Halted"

Huntington's argument, first published in *Foreign Affairs* in 1993, was the most heavily commented-on article in that journal's history.

What is Huntington's argument? What are the civilisations he talks about? What do they stand for?

Do you think that Huntington's analysis simply reflects the realities of struggles in the late 20<sup>th</sup> century? Or do you think Huntington's argument is a replay of previous arguments about civilising missions?

## ASSIGNMENT 1

### LEVEL III ONLY

#### REVIEW ESSAY: 10%

**Length:** No more than 1500 words.

**Due:** 26 August by 12 noon.

Write a brief review of one of the following books:

Fanon, Frantz. *The Wretched of the Earth*, Translated by Constance Farrington: Grove Press, 1986.

Edward Said, *Orientalism: Western Conceptions of the Orient*, Penguin, 1991.

In writing the review, your task is to identify the author's central argument and, briefly, characterise how he/she goes about the task of unfolding the argument.

(Please note, the task is not about summarising content and indicating whether or not you liked or disliked the book, it is about identifying a thesis, and how the thesis is argued.)

## ASSIGNMENT 2

### LEVELS II & III

#### **Tutorial Journal: Level II 40% Level III 30%**

**Length:** 3000 words for Level two students : 2500 words for Level three students.

**Due:** 23 September by 12 noon.

This exercise requires that you keep a journal of your tutorial work, and that that journal be submitted for assessment.

Level II students are required to write short essays addressing the key question of any five of the tutorial topics. Four of those essays must be 500 words in length, while the fifth – your tutorial presentation – must be 1000 words in length.

Level III students are required to write short essays addressing the key question of any four of the tutorial topics. Three of those essays must be 500 words in length, while the fourth – your tutorial presentation – must be 1000 words in length.

In writing up these essays it will be acceptable to rely entirely on the required reading for the tutorial. You will not be penalised for not reading more widely (but those who do are likely to produce better essays).

In writing up these short essays observe all the standard scholarly conventions (ie., use footnotes where required and include a bibliography).

## **ASSIGNMENT 3**

### **LEVELS II & III**

**Major Essay: 50%**

**Length:** 3000 words for Level two students and 4000 words for Level three.

**Due:** 4 November by 12 noon.

A list of essay topics will be distributed during the library tutorial.

## NOTES ON ESSAY WRITING

Researching an essay is like conducting a dialogue with your sources. When beginning your research you will almost inevitably have preconceptions of how you will answer the question. Those preconceptions constitute a sort of working hypothesis. As your research continues you may find that the evidence contradicts some of your preconceptions and your hypothesis has to be modified. As your hypothesis is modified, the focus of your research is likely to become more specific. In other words, over the course of the dialogue, the unproductive ideas are discarded as you move towards an 'answer' that the evidence supports.

Be conscious of the limited time you have to write your essay and allocate the time you have for research and the time you have for writing accordingly. There are no hard and fast rules, it is just a matter of judgment. Don't put yourself into a position where you have done lots of research but left yourself too little time to write your paper. By the same token, it would be a shame to come up with a great idea, only to discover you have left yourself too little time to find the supporting evidence. You should allow yourself enough time to write a first draft and a final draft. It is often the case that what you want to say will only become clear as you complete your first draft. A second draft, therefore, allows you to state your argument with more confidence, remove the dead wood, such as repetitions and questionable evidence, and tidy up aspects of style and expression.

A good essay should have a clear argument (the writer's opinion on the subject), each component of which must be supported by sound evidence. The marriage of the two is essential. When presenting a piece of evidence, put it in context and make the significance of it clear. Who said it? When was it said? In what circumstances? Most important of all, relate the evidence to your argument. Some essays throw a lot of facts at the reader without explaining their relevance. This is often an indication that the writer has collected a lot of information connected to the topic, but has not been able to pull it together into a coherent argument. Your evidence must always be a servant to your argument.

If you wish, you may use sub-headings to divide sections of your essay into logical parts. Avoid 'report writing' techniques such as 'bullet' lists. Some of the texts you read will employ jargon characteristic of a particular school of thought or discipline; if you need, or want, to use the jargon, do so carefully. If used badly, jargon can inhibit your ability to communicate by requiring you, in effect, to translate your ideas into a specialist language. If used very badly, jargon can be a smokescreen - fuzzy ideas disguised by pseudo-technical babble. Preferably, write in plain English.

**The following are a few technical points and conventions you should take note of:**

1. Use one of the cover sheets provided by the History Department.
2. Make sure the essay is double-spaced and leave a wide margin on the left-hand side of the page for comments.

3. While some leeway will be allowed, try to keep to the suggested length for the essay. A set length requires you to discipline your ideas, forcing you to focus on the most important issues.

4. In marking an essay there are a number of key things an examiner looks for:

- Relevance. Has the question been answered?
- Organisation. Has the material been arranged in a logical fashion? You should take your reader from one point to the next, unfolding your argument in a coherent sequence and tying it together in your conclusion. Avoid repetition.
- Quality of evidence. Your evidence is the guts of your essay. You may have a brilliant idea, but without adequate evidence to support it, you will not convince your reader.
- Depth of research. An examiner will look for evidence of how much work has been put into the essay. Are there only a few sources quoted? Is there evidence that effort has been put into canvassing a wide range of opinions on the topic?
- Style and expression. This is not a test of your literary abilities, but it is wise to give some attention to the technical aspects of your writing style to ensure that you effectively communicate your ideas.

5. You must use footnotes to indicate the source of your information, not only for passages quoted from primary and secondary sources, but for all the ideas and information you refer to which are not your own. Number your footnotes consecutively, placing each number after the relevant clause or sentence. Make sure the reference at the bottom of the page contains sufficient information for the references to be found.

In the case of a book, give author, title and page number

e.g. 1. B. Morris, *Domesticating Resistance*, p. 73.

In the case of a article, include the title of the journal and other identifying information

eg. 2. H. Reynolds, 'The land, the explorers and the Aborigines', *Historical Studies*, vol. 19, no. 75, 1980, p. 76.

References to a source already cited can be simplified

eg. 3. Morris, p. 77.

If you refer to different works by the same author make sure that your first reference to each work is complete and that subsequent references, if simplified, contain sufficient information to distinguish between the different works.

6. Include a detailed bibliography at the end of your essay, listing all your sources in alphabetical order: primary sources first, followed by secondary sources.

eg. Attwood, B. *The Making of the Aborigines*, Sydney, 1989.

Bartlett, C. E. 'Legislation in South Australia and Its Impact on the Aborigines', *Mankind*, vol. 5, no. 11, 1962.

Bartlett, Richard H. *The Mabo Decision, and full text of the decision in Mabo and Others v State of Queensland: commentary*, Sydney, 1993.

Beckett, J. R. *Past and Present, The Construction of Aboriginality*, Canberra, 1988.

**NOTE:**

Do not give your essay directly to your lecturer; place it in the box provided outside the History Office.

**For your own protection, make a copy of your essays.**

If you are dissatisfied with the grade you are given for a tutorial presentation, or an essay, you have the right to have the work double-marked. Consult your lecturer first. (For this reason, **keep a copy of your tutorial presentation.**)

Essays submitted late, without a valid excuse, will be penalised 1% for every day overdue.



