Colonialism, Race, and Identity

Course number: HUM3102
Semester: Block 3, Term 1, 2017
Time: M-F 9 am – 12 pm
Location: A.203
Tutor: André Lambelet
Email: ajl@questu.ca
Office hours: Mondays and Thursdays 1-2 p.m. and by appointment. (This may change.)

Course overview

Course Description

This history course examines the development and impact of Western colonialism. In 1500, European states controlled roughly seven percent of the world's land; by 1914, the figure was closer to 85 percent. In this history course, we investigate this staggering transformation and examine its consequences for colonizer and colonized alike. We investigate the interaction between colonizer and colonized, study the collision between the lofty principles espoused by colonizers and the actual practice of colonialism, and examine the ways in which the historical experience of colonialism transformed the lives of people in both the colonies and in the *métropoles*. Along the way, we delve into topics including scientific racism, the development of the concept of the "civilizing mission," and the rise of self-conscious nationalisms in the colonized world.

Learning Objectives

To understand the processes that created and sustained colonialism in the 19th and 20th centuries

To be able to make informed comparisons among different colonialisms

To understand how to engage in research on historical questions

To critically assess sources for historical research

To write a successful history research paper

Required Texts – Available at Quest University Bookstore

Aldrich, Robert. *Greater France: A History of French Overseas Expansion*. European Studies Series. New York: St. Martin's Press, 1996.

Hochschild, Adam. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Mariner Books, 1999.

Fredrickson, George M. *Racism: A Short History*. Princeton University Press, 2003. (Any edition will do.)

Porter, Bernard. *The Lion's Share: a Short History of British Imperialism*, 1850-2011. Harlow, Essex, England; New York: Pearson/Longman, 2012. (The previous edition will do.)

Other readings will also be assigned. Some will be posted on Moodle; others will be available elsewhere online.

Recommended texts

The library has a reasonable array of books on subjects linked to colonialism. A brief bibliography of books available at Quest is attached to this guide. Many other books are available through our online collection.

Tools

Zotero: a (free) citation manager, available at www.zotero.org. Please install this on your computer.

A bound notebook.

Bring your laptop to class; we will need to do research in class from time to time.

Handy references

On citing sources in the (required) Chicago format:
http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

On grammar and style: http://owl.english.purdue.edu/owl/section/1/2/. Better yet, refer to Strunk & White's classic *Elements of Style*.

A note on the syllabus

It will change. Keep an eye on Moodle and your email inbox.

Films to accompany the class

At least one film will be screened – time and place TBA, but most likely in the A/V room – to complement the course readings. Some are optional; at least one (Pontecorvo's *Battle of Algiers*, to be screened in Week 3) will be required viewing.

Assessment

Your grade for the course will be based on the following:

Assignment	Graded?	Date Due	Weight (%)
Participation	Yes	All block	10%
Topic/motive	No	Friday, November 3	
Preliminary bibliography	No	Tuesday, November 7	
Challenge 1 (team; one grade for the group)	Yes	Wed., November 8	7.5%
Expanded bibliography	No	Friday, November 10	
Thesis	Yes	Tuesday, November 14	5%
Book review	Yes	**Before** November 17	15%
Partial draft and annotated bibliography	Yes	Friday, November 17	15%
Challenge 2 (team; one grade for the group)	Yes	Monday, November 20	7.5%
Essay	Yes	Wednesday, November 22	40%
			100%

Please note that ungraded work is nonetheless *required* – and know also that failure to do *all* of the required work in course will result in a failing grade for the course.

A letter grade (A-F) will be assigned for the course.

You may, if you wish, opt *not* to have grades appear on your individual assignment. If you choose this option, you will of course receive an evaluation of your work, and grades will still be recorded for your final grade.

Assignments

Turning in written work

Please turn your work in on Moodle unless otherwise instructed. Please note that while there is a myriad of electronic formats out there, I will accept written work in Word (.doc or .docx) or RTF formats *only*. Just about any word processor should be able to save files in these formats; if you use Pages or OpenOffice Writer or another word processor, save your files in one of the formats that I can readily use. Papers in other formats will be returned to you unread. (I will post a paper template on Moodle.)

Team Challenges – 7.5% each

The class will be divided into several groups, each of which will be called up to respond to two "challenges." These challenges are meant to get you to think about the problems of studying history and of studying colonialism in particular. You will receive specific instructions for each challenge ahead of time.

Research and writing

Topic (ungraded; Friday, November 3): Write a succinct paragraph stating your topic and a reason (motive) for writing on that topic. While you have wide latitude in your choice of topic, it must be closely related to the course and it must draw on the

This is meant to help give you direction early in the course. While the topic assignment is *not* contractual – you may change your mind even after you submit your topic – you should take this seriously, as it will steer your research efforts for much of the rest of the course.

Preliminary bibliography (ungraded; Tuesday, November 7): Write a preliminary bibliography on your topic. You should aim to gather *at least* three or four good sources (*not* including the major texts for this course) that are clearly relevant to your topic; two of these should be books. (To get to three or four good sources, you will in all likelihood be obliged to go through many more. It may be helpful to examine the books reserved for this course in the library and to peruse the list of scholarly articles prepared for this course. You should provide not only the publication information for each item, but a very brief description of each, and a mention of the reasons you think it relevant.

Expanded bibliography (ungraded; Friday, November 10): If the point of the preliminary bibliography is to get you started about sources and resources, the expanded bibliography should begin to show signs of commitment: you need to find additional books and articles that might be relevant, and you need to know that your sources are available—either in our library or from inter-library loan. While the scope of bibliographies will vary with the topic, you should aim to have ten or so reasonable sources on your list. Four of these should be books or monographs. You should expand the descriptions of the works you provided in the preliminary bibliography.

Thesis (5%; Tuesday, November 14): Write a crisp paragraph laying out the thesis of your paper. At this point, you should have developed a clear idea of what your argument is. Your paragraph should tell your reader what the topic is, what the "motive" (intellectual or scholarly justification) for the paper is, and what your thesis is.

Book review (*before* 17 November): Write a concise (roughly 750 word) book review of a book directly relevant to your final essay. The review should provide an engaging, informative, and critical discussion

of the work. The review must also be well written in proper (and formal) English, proofread, and—this should go without saying, but won't—be your own work.
The review must:

- Begin with bibliographic and publication information using the *Chicago* style.
- Provide an outline of the book's content. This should be analytic, rather than merely a blow-by-blow account of what the book says.
- Explore/reveal the major themes, setting, topic, of the book under review.
- Discuss the nature of the sources the author uses. (Archives, newspapers, secondary sources, mere speculation?)
- Provide a *critique* of the historical argument. Tell your reader why the book is interesting, useful, problematic, or deeply flawed.

This may at first seem an overwhelming task. There are a few simple tips that will help you write a useful review, though.

- What is the book about? Is it about, say, colonialism everywhere? A particular aspect of colonialism? A particular time/place/event/person?
- Find out what the author has written: books, articles, and so on. Is the work you're reviewing related to the other work the author has done?
- Find out what the disciplinary background is. Is s/he an anthropologist, sociologist, literary critic, art historian, journalist, historian?
- What have other critics said about the book? Read what others have said, and use their critique to help frame your thinking. This means digging around in the journals we have access to online through JSTOR, Project Muse, and EBSCO.

There are some good websites that help describe what a good book review does:

http://chnm.gmu.edu/courses/westernciv/writing/types_of_writing/book_reviews.html

http://clas.uiowa.edu/history/teaching-and-writing-center/guides/book-review

Please note that you may draw on what you have written for your book review for your final paper.

Partial draft and annotated bibliography (15%; Friday, November 17): Turn in a partial draft—at least 1000 words—and a *complete* annotated bibliography. Include your (revised and presumably improved) thesis statement.

Final essay (40%): Write an essay of approximately eight to ten pages on the topic you developed. (Remember that the formulation of the research problem is not a contract — you are not bound to follow the proposal in lockstep.)

Doing well in this course

A general remark

Please make sure that all of the work that you hand in is presentable. That means, at a minimum, that you have followed proper standards for writing, formatting, citations, and so forth. Ask if you're not certain what this means.

Reading

Note: The reading load for this course is heavy.

Reading is a vital part of your education. *It is not a passive activity*. You will be expected to understand and assimilate the assigned material. You will be asked to master the material in a comprehensive and sophisticated way.

Ask yourself the following questions when you read or study a work:

- Who wrote or created it?
- When was it written or produced?
- What does the work say?
- What questions is it attempting to answer?
- What is the author's argument? What are the argument's strengths and weaknesses?
- What kinds of evidence does the author provide for her or his argument? What kinds of sources does the author use?

Pay careful attention to the clues the author gives you:

- Read (and decipher) the title. What does it tell you about the piece you are reading?
- If the piece is a book, read the *introduction* and *conclusion* of the book; if the piece is an article or a chapter, read the first and last paragraphs. These should help you figure out what the piece's argument is. Ask yourself what the thesis of the piece is.
- Read the entire work (or all of the assigned portions). Try to decide which parts or passages are most important. If you own the work, make notes in the margins next to important or interesting parts. (Do not do this in library books!)
- Do not skip the footnotes/endnotes. They tell you a great deal about the argument, sources, evidence, and so on. They can help orient further research, shed light on historiographical debates, and give you access to the raw materials of history.
- Write down your responses to the work in a notebook. Think of note-taking as a way of organizing your thoughts. You need not write down everything; instead, jot down notes about interesting ideas, problems in the argument, or surprising aspects of the piece. (This is actually a formal requirement — see the section on "Reading Journal," below.)
- If the book has a bibliographical essay, read it.
- Examine the bibliography.
- Re-read the work. You will find that a second (and often, a third and fourth) reading greatly improve your understanding.
- Finally, summarize the author's argument in a few lines. If you can complete a sentence beginning "The author of this book/article argues…," you have read intelligently and productively.

If you do all this, you should be ready for *classroom discussion*.

Participation

The tutor's role is to facilitate discussion and to act as a guide when necessary. Your responsibility is to be prepared to engage in serious discussion of the materials. Participation is a crucial part of this course — not just because you can show what you know and how you think, but also because your participation helps other students learn. You should come to class prepared to contribute to the discussion. This means that you must have read and reflected upon the assigned material; it also means that you should have formulated questions about the material. (It is good practice to write these questions down and bring them to tutorial.) On the other hand (there is always an other hand, isn't there?), you should know that not every thought springs up full-grown like Athena from the brow of Zeus. Please do feel free to try to articulate an idea that is still not fully formed; part of our task as a group is to develop and test these ideas. Our aim is to make discussions free and unfettered.

Remember, too, that the point of discussion is to gain a deeper or better understanding of the topic at hand. In that spirit, we understand that what you say about a topic may not necessarily reflect your own likes, dislikes, politics, preferences, or prejudices.

Because discussion and engagement is a central part of what we do, participation counts for a hefty proportion of your grade. So how do you demonstrate your engagement?

- By being there every day and on time. (Note that unexcused absences will have a serious, even devastating, effect on your grade.)
- By raising pertinent questions. ("Pertinent" does not mean complex or obscure; sometimes, simple questions work very well.)
- By volunteering to read passages for discussion.
- By treating your classmates and tutor with courtesy and respect.
- By taking your classmates' questions seriously, and taking the time to think about what they have said.
- By being willing to go out on a limb from time to time. (Not literally.)
- By having the courage to say (or ask) out loud what others may be thinking but are afraid to say (or ask): "I've lost the plot here." "I don't understand." "What does *imperium* mean in this context?" And so on.
- By playing the devil's advocate on occasion.

A final note on participation: Some people are shy. Some people find themselves tongue-tied in class. Some people think that other people are better at articulating their questions or comments. Nevertheless, taking part in a discussion is a useful, even vital, skill. You can prepare questions ahead of time. (Your journal will help you with this.) You can jot down important points before class begins. And you can wait for your tutor to call on you — which he will do (gently) at some point if he does not hear from you.

Writing

The heart of history is the written word. Successful historians must not only to read carefully but also write clearly. In other words, they must be able to understand and use words precisely. Sloppy expression — in writing and in discussion — is as big a problem in history as getting formulae wrong is in chemistry; sloppy expression results in papers that fizzle out rather than illuminate.

You may consult your tutor if you have specific questions; we also urge all students to make use of the Learning Commons and Peer Tutors.

Writing well requires at least three things: *content*, *expression*, and *structure*.

Content: You must have read carefully (and, it should go without saying, taken notes) before you begin to write. You must *think* about what you have read. You must *understand the question* you are asked to answer. And, of course, you must have something to say. All of this will give your paper *content*.

You must supply *evidence* in the form of (properly-cited) quotations. That evidence will come not only from the assigned readings for this course but also from primary and secondary sources you find elsewhere. No matter what kind of source you use, you must be sure the evidence is *reliable*. (Please do not think that Wikipedia, sources drawn haphazardly from the web, or other dodgy sources will persuade your reader of the merits of your work!)

Expression: *How* you say things is crucial. If your writing obscures your meaning, then it is impossible for your reader to evaluate the content of your paper. Style matters: it makes your content accessible and your ideas intelligible.

Papers for this course must be written in formal, standard English. You must:

- punctuate properly;
- use proper grammar;
- make appropriate word choices.

If you are not certain of a word's precise meaning, look it up in a good dictionary before handing in your paper. (If you don't yet own a good dictionary, get one.)

Structure: Good papers will have a crisp **introduction**. This introduction will let readers know the topic or subject of the paper *and* will let readers what *problem* that the paper aims to discuss. (This is the *thesis statement*.) The introduction should let readers what the limits of the discussion will be.

Good papers will have a solid **conclusion**. A conclusion is not just a summary of what has been discussed before: it emphasizes the importance of the thesis statement, provides the essay with a sense of completeness (it *concludes*) the thoughts of the essay), and leaves the reader with a final sense of what the paper is about. (The conclusion should answer the dreaded "so what?" question — it should give the reader a sense of why s/he read it.)

Good papers will be built around solidly-constructed **paragraphs**. Paragraphs are the building blocks of good writing: they are built around one thought or idea.

Moving from paragraph to paragraph also requires good **transitions**. Transitions connect the ideas in an essay, and allow the reader to understand the flow of your ideas.

Overall: It takes time and effort to write well. Good writing, you will scarcely need to be reminded, is *re-writing*. Plan to write at least two drafts before you submit an essay. And ask for help: ask your peers to read your drafts critically and unsparingly; get advice from the Learning Commons; and raise questions in class.

Course and university policies

General Expectations

You are not on your own. You can expect your tutor to take an active interest in the course and in your work.

- If you have questions about any aspect of the course, do not hesitate to ask your tutor.

- Your tutor has consultation hours, which are posted on his door and on the course home page for this course. (If you cannot meet with your tutor during consultation hours, you may make an appointment at a mutually convenient time.)

Your tutor expects you to:

- Read the syllabus and all handouts and therefore be aware of policies, homework, and due dates.
- Check the course home page and your Quest e-mail account frequently; changes to the syllabus and to assignments will be posted there.
- Attend every class.
- Arrive on time.
- Be prepared.
- Make use of the tutor's office hours.
- Obtain notes and handouts in the event of an absence.
- Turn in assignments at the beginning of class on the due date given in the syllabus.

Please:

- Be courteous.
- Turn off your cell phone before class.
- Help keep the classroom neat and tidy.
- Please do *not*:
- Bring food into the classroom. (Beverages are ok.)
- Use laptops, iPads, electronic tablets, netbooks, smart phones, stupid phones, Wii controllers, Gameboys, or other devices in class unless specifically authorized to do so by the tutor. (If you have a special need, please discuss this with the tutor.)

Absences

There are — infrequently — valid reasons to miss class: illness, family emergencies, war, famine, pestilence, and so forth. If you have a really good reason for missing class, your case will be stronger if you notify your tutor *before* you miss class. You are in any event responsible for obtaining notes, handouts, and assignments.

Academic Integrity

As the Quest University Calendar notes, "Quest is committed to the principle of academic integrity, itself grounded in the fundamental values of honesty, trust, fairness, respect, and responsibility in all academic work." (Quest University Calendar, p. 17.) We depend on the honesty and responsibility of all of our members — scholars and teachers alike.

In keeping with the Honour Principle, you will do your own work, and you will conscientiously and meticulously credit sources. Citing sources is not optional in academic work — it is a fundamental principle. As you should know, plagiarism is, broadly speaking, passing off someone else work or ideas as your own, failing to properly identify and credit the source of material you submit, or using cited material improperly. Please be aware that failure to observe the rules of citation will result in charges of plagiarism or academic dishonesty.

Charges of plagiarism or of academic dishonesty are not taken lightly, and may have dire consequences: failure on the assignment, failure of the course, and worse. To avoid this sort of unpleasantness, please be sure to read "University Policies: Quest Honour Principle and Protocol" on page 17 of the University Calendar. If you have questions about citation, crediting sources, or

anything else relating to academic integrity, please ask *before* you turn in the work. (Information about plagiarism can also be obtained from the Learning Commons.)

If the *principle* of citation is the same across academic disciplines, the *practice* of citation varies from discipline to discipline, and even within disciplines. *Our* practice will be to use the Chicago footnote/bibliography style. Your tutor will discuss citation formats and principles with you in class; further guidelines will be posted on the course home page.