



The University of Western Ontario
HISTORY 9830A
Colonialism in the 19th and 20th Centuries
Fall 2019

Friday, 11:30-1:30, Stevenson Hall 3101

Instructor: Professor Frank Schumacher

Office Hours: Friday 2:00-3:00

Department of History, Office: Lawson Hall 2235

Email: fschuma@uwo.ca

Course Description:

This course examines the history of modern era colonialism and its legacies in a comparative fashion. It utilizes case-studies from various European colonial empires as well as Japan, and the United States, draws on multi-disciplinary insights from fields such as history, sociology, geography, and anthropology, and explores the political, economic, military, social, cultural, intellectual, and environmental dimensions of colonialism.

This course is designed as an exercise in global history. It will cover a wide range of subjects in multiple world regions and will give agency to colonizers and colonized alike and emphasize the entangled nature and transnational character of the colonial experience. As such the readings will underline the multiple connections and transfers between empires, explore the mutual impact of the colonial experience on the colonies and the imperial centers, and evaluate the enduring legacies of modern colonialism. The following themes will be analyzed:

- theories of colonialism
- colonial state-formation (i.e. administrative types, legal frameworks)
- varieties of the colonial economy (i.e. labor migration, industrial education)
- colonial societies (i.e. bureaucracies, agents of colonialism, local elites)
- the functions of race and gender in the colonial experience (i.e. citizenship and race, masculinity and empire, and the colonial ‘gaze’)
- colonial war and anti-colonial resistance
- the colonial imagination and the imperial centre (i.e. expositions, museums, and commodity culture)
- colonial social-engineering (i.e. medicine, urban planning, infrastructure)
- colonialism and nature (i.e. zoos, environmentalist thought)
- colonialism transnational (i.e. inter-imperial and intra-imperial transfers)
- colonial legacies (i.e. current debates over restitutions, apologies, and economic disparities)

Course Materials:

Required:

BALLANTYNE, Tony, Antoinette Burton, *Empires and the Reach of the Global 1870-1945* (Cambridge, MA : Belknap Press of Harvard University Press, 2014).

OSTERHAMMEL, Jürgen, *Colonialism. A Theoretical Overview* (Princeton, NJ: Markus Wiener Publishers, 2009).

STREETS-SALTER, Heather, Trevor R. Getz, *Empires and Colonies in the Modern World* (New York: Oxford University Press, 2016).

Methods of Evaluation:

The final grade for this course is based on the accumulated results of two assignments and the participation grade.

Presentation:	25%
Essay:	50%
Participation:	25%

1. Presentation

You will serve as co-moderator for one session. This assignment encompasses a 20 minute presentation. You should develop a coherent analysis of the week's topic. Your presentation can utilize PowerPoint. Include visuals and provide a handout with timeline, important events, and core arguments. Develop questions for further discussion.

2. Essay

You are expected to write a research essay of approx. 20pp for this course on a topic mutually agreed upon. Papers will be double-spaced and printed in standard size font (i.e. Times New Roman 12pt) with standard margins. Please do not forget to spell-check your paper and number your pages. **The printed essay is due Friday December 20 in my departmental mailbox. Please also email a digital version.**

3. Participation

The success of the seminar depends on your full completion of the assigned readings, your prepared attendance, and your active participation.

For the Policy on Accommodation for Illness please see:
(http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

Course Schedule and Readings:

September 6 Introduction

September 13 Conceptual Horizons - I

BALLANTYNE, Tony, Antoinette Burton, *Empires and the Reach of the Global 1870-1945* (Cambridge, MA : Belknap Press of Harvard University Press, 2014).

KOHN, Margaret, "Colonialism", in: *The Stanford Encyclopedia of Philosophy (Spring 2014 Edition)*, Edward N. Zalta (ed.), online: <http://plato.stanford.edu/archives/spr2014/entries/colonialism/>

September 20 Conceptual Horizons - II

OSTERHAMMEL, Juergen, *Colonialism. A Theoretical Overview* (Princeton: Markus Wiener Publishers, 2005 2nd ed.).

STOLER, Ann Laura, Frederick Cooper, "Between Metropole and Colony: Rethinking a Research Agenda", in: Frederick Cooper, Ann Laura Stoler (eds.), *Tensions of Empire. Colonial Cultures in a Bourgeois World* (Berkeley: University of California Press, 1997), 1-56, online.

September 27 Colonial State & Society

GO, Julian, "The Provinciality of American Empire: 'Liberal Exceptionalism' and U.S. Colonial Rule", in: *Comparative Studies in Society and History* 49:1 (2007), 74-108, online.

PROTSCHKY, Susie, "The Colonial Table: Food, Culture, and Dutch Identity in Colonial Indonesia", in: *Australian Journal of Politics & History* 54:3 (2008), 346-357, online.

STEINMETZ, George, "The Colonial State as a Social Field: Ethnographic Capital and Native Policy in the German Overseas Empire before 1914", in: *American Sociological Review* 73:4 (2008), 589-612, online.

STREETS-SALTER, Heather, Trevor R. Getz, *Empires and Colonies in the Modern World* (New York: Oxford University Press, 2016), chapters 9, 10, 11, 12, 13.

October 4 Colonial War & Technologies of Rule

KRAMER, Paul, "Race-Making and Colonial Violence in the U.S. Empire: The Philippine-American War as Race War", in: *Diplomatic History* 30:2 (2006), 169-210, online.

RYAN, Lyndall, "Massacre in the Black War in Tasmania, 1823-1834: a Case Study of the Meander River Region, June 1827", in: *Journal of Genocide Research* 10:4 (2008), 479-499, online.

THOMAS, Martin, "Colonial States as Intelligence States: Security Policing and the Limits of Colonial Rule in France's Muslim Territories, 1920-40", in: *Journal of Strategic Studies* 28:6 (2005): 1033-1060, online.

SMITH, Iain R., Andreas Stucki, "The Colonial Development of Concentration Camps (1868-1902)", in: *Journal of Imperial and Commonwealth History* 39:3 (September 2011): 417-437, online.

WOLFE, Patrick, "Settler Colonialism and the Elimination of the Native", in: *Journal of Genocide Research* 8:4 (December 2006), 387-409, online.

October 11 Race, Gender, and the Colonial Experience

BALLANTYNE, Tony, "Race and the Webs of Empire: Aryanism from India to the Pacific", in: *Journal of Colonialism and Colonial History* 2:3 (Winter 2001): 1-35, online.

CAMPBELL, Chloe, *Race and Empire. Eugenics in Colonial Kenya* (Manchester: Manchester University Press, 2007).

CONKLIN, Alice L., "Redefining 'Frenchness': Citizenship, Race Regeneration, and Imperial Motherhood in France and West Africa, 1914-1940", in: Julia Clancy-Smith, Frances Gouda (eds.), *Domesticating the Empire. Race, Gender, and Family Life in French and Dutch Colonialism* (Charlottesville, VA: The University Press of Virginia, 1998), 65-83.

McCLINTOCK, Anne, *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest* (London: Routledge, 1995), online.

October 18 Gender, Sexuality, and the Colonial Experience

ALDRICH, Robert, *Colonialism and Homosexuality* (London: Routledge, 2003).

ANDERSON, Warwick, "The Trespass Speaks: White Masculinity and Colonial Breakdown", in: *American Historical Review* 102:5 (December 1997), 1343-1370, online.

FREEMAN, Victoria, "Attitudes towards 'Miscegenation' in Canada, the United States, New Zealand, and Australia, 1860-1914", in: *Native Studies Review* 16:1 (2005), 41-69, online.

KRAMER, Paul A., "The Darkness that Enters the Home: The Politics of Prostitution during the Philippine-American War", in: Ann Laura Stoler (ed.), *Haunted by Empire. Geographies of Intimacy in North American History* (Durham, NC: Duke University Press, 2006), 366-404.

WALTER, Daniel J., "Gender Construction and Settler Colonialism in German Southwest Africa, 1894-1914", in: *Historian* 66:1 (2004), 1-18, online.

October 25 The Colonial Imagination

ATKINSON, David, "Geographical Knowledge and Scientific Survey in the Construction of Italian Libya", in: *Modern Italy* 8:1 (2003), 9-29, online.

BARCLAY, Paul D., "Peddling Postcards and Selling Empire: Image-Making in Taiwan under Japanese Colonial Rule", in: *Japanese Studies* 30:1 (May 2010), 81-110, online.

FORUM, "The German Colonial Imagination", in: *German History* 26:2, 251-271, online.

HALE, Dana S., *Races on Display. French Representations of Colonized Peoples, 1886-1940* (Bloomington, IN: Indiana University Press, 2008).

LEVINE, Philippa, "States of Undress: Nakedness and the Colonial Imagination", in: *Victorian Studies* 50:2 (2008), 189-219, online.

SEBRING, Ellen, "Civilization and Barbarism. Cartoon Commentary & 'The White Man's Burden' (1898-1902)", MIT Visualizing Cultures: http://ocw.mit.edu/ans7870/21f/21f.027/civilization_and_barbarism/cb_essay01.html

November 1 Technology, Urban Planning, and Social Engineering

ADAS, Michael, *Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance* (Ithaca, NY: Cornell University Press, 1992).

ADAS, Michael, *Dominance by Design. Technological Imperatives and America's Civilizing Mission* (Cambridge, MA: Belknap Press of Harvard University Press, 2006), chapter 3 "Engineers' Imperialism", 129-184.

BIGON, Laura, "Urban Planning, Colonial Doctrines, and Street Naming in French Dakar and British Lagos, c. 1850-1930", in: *Urban History* 36:3 (2009), 426-448, online.

BRODY, David, "Building Empire: Architecture and American Imperialism in the Philippines", in: *Journal of Asian American Studies* 4:2 (2001), 123-145, online.

HENRY, Todd, "Sanitizing Empire: Japanese Articulations of Korean Otherness and the Construction of Early Colonial Seoul, 1905-1919", in: *Journal of Asian Studies* 64:3 (August 2005), 639-675, online.

November 15 Colonialism, Science & Nature

CROZIER, Anna, "Sensationalising Africa: British Medical Impressions of Sub-Saharan Africa, 1890-1939", in: *Journal of Imperial and Commonwealth History* 35:3 (2007), 393-415, online.

FORD, Caroline, "Reforestation, Landscape Conservation, and the Anxieties of Empire in French Colonial Algeria", in: *American Historical Review* 113:2 (2008), 341-362, online.

KELLER, Richard, "Madness and Colonization: Psychiatry in the British and French Empires, 1800-1962", in: *Journal of Social History* 35:2 (2001), 295-326, online.

McCOY, Alfred W., Francisco A. Scarano (eds.), *Colonial Crucible. Empire in the Making of the Modern American State* (Madison, WI: University of Wisconsin Press, 2009), Part 5 "Imperial Medicine and Public Health" (pp. 273-328).

McCOY, Alfred W., Francisco A. Scarano (eds.), *Colonial Crucible. Empire in the Making of the Modern American State* (Madison, WI: University of Wisconsin Press, 2009), Part 8 "Environmental Management" (pp. 475-522).

PROTSCHKY, Susie, "Seductive Landscapes: Gender, Race and European Representations of Nature in the Dutch East Indies during the Late Colonial Period", in: *Gender and History* 20:2 (2008), 372-398, online.

November 22 Colonialism Transnational

BARCLAY, Paul, "'They Have for the Coast Dwellers a Traditional Hatred': Governing Igorots in Northern Luzon and Central Taiwan, 1895-1915", in: Julian Go, Anne L. Foster (eds.), *The American Colonial State in the Philippines. Global Perspectives* (Durham, NC: Duke University Press, 2003), 217-255.

LINDNER, Ulrike, "Transnational Movements between Colonial Empires: Migrant Workers from the British Cape Colony in the German Diamond Town of Luderitzbucht", in: *European Review of History* 16:5 (October 2009), 679-695, online.

METCALF, Thomas R., "From One Empire to Another: The Influence of the British Raj on American Colonialism in the Philippines", in: *Ab Imperio* 3 (2012): 25-41, online.

SCHUMACHER, Frank, "Embedded Empire: The United States and Colonialism", in: *Journal of Modern European History* 14:2 (2016): 202-224, online.

ZIMMERMAN, Andrew, *Alabama in Africa: Booker T. Washington, the German Empire, and the Globalization of the New South* (Princeton: Princeton University Press, 2010)

November 29 Colonial Legacies + Seminar Review

ALDRICH, Robert, *Vestiges of the Colonial Empire in France: Monuments, Museums, and Colonial Memories* (New York: Palgrave Macmillan, 2005).

CAMPOS, Angela, "'We are still ashamed of our own history': Interviewing Ex-Combatants of the Portuguese Colonial War (1961-1974)", in: *Lusotopie* 15:2 (2008), 107-126, online.

ELDRIGE, Claire, "'We've Never had a Voice': Memory Construction and the Children of the 'Harkis' (1962-1991)", in: *French History* 23:1 (2009), 88-107, online.

GERWARTH, Robert, Stephan Malinowski, "Hanna Arendt's Ghost: Reflections on the Disputable Path from Windhoek to Auschwitz", in: *Central European History* 42:2 (June 2009): 279-300, online.

HENNEBERG, Krystyna von, "Monuments, Public Space, and the Memory of Empire in Modern Italy", in: *History & Memory* 16:1 (2004), 37-85, online.

STEINMETZ, George, Hell, Julia, "The Visual Archive of Colonialism: Germany and Namibia", in: *Public Culture* 18:1 (2006), 147-183, online.

Additional Statements:

Accessibility Options:

You may also wish to contact Accessible Education (formerly known as Services for Students with Disabilities (SSD)) at 661-2111 x 82147 for any specific question regarding an accommodation. See: <http://success.uwo.ca/academics/sas/index.html>

Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Nancy Rhoden (nrhoden@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Copyright

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

For more information on plagiarism and other scholastic offenses at the graduate level see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently.

Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks are necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss

this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will make a decision about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm, affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their **health and wellness** a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>
- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: <http://www.sdc.uwo.ca>.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangelen@uwo.ca.