Syllabus
Culture & Empire
Fall 2011

Dr. Gregory Kosc
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Office Hours: T & TR 8:20-9:50pm or by appointment
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History 4388 Section 004

Time & Place of Class: Tuesdays & Thursdays, 7-8:20pm in UH 07

COURSE DESCRIPTION
The late nineteenth century was a period of intense Western expansion into Africa and the East. From West Africa to India to the Philippines, millions found themselves under Western control. This course will begin with a look at how colonial rule was implemented and legitimized, and what empire meant to those living in the metropole. We will consider how patterns of consumption changed and the pivotal role that colonized peoples played in the construction of Western identities (race, class, gender, nation). The main focus of this course, however, will be on interrogating how the colonized reacted to imperialism. In short, we will be examining primary and secondary sources that deal with colonial peoples’ cultural responses to Western hegemony. In particular we will examine the writing and artwork of colonized peoples. We will also consider how these issues relate to our world today, which is dominated by informal empires.

LEARNING OUTCOMES
• Students will be able to understand what technological and cultural tools were integral to creating and maintaining an empire.
• Students will understand how important the concepts of race, class, gender, and nation were/are to identity construction and the layered nature of humans’ identities.
• Students will expand their vocabulary relating to culture and empire. Examples: postcolonialism, Orientalism, subaltern, the Other, transculturation, interpellation.

REQUIRED READING
Books
Jill Beaulieu and Mary Roberts (eds.), Orientalism’s Interlocutors (Duke Univ. Press, 2002).
Frantz Fanon, The Wretched of the Earth (Grove Press, 2005).
Inderpal Grewal, Home and Harem: Nation, Gender, Empire and the Cultures of Travel (Duke Univ. Press, 1996).
Allan Punzalan Isaac, American Tropics: Articulating Filipino America (Univ. of Minnesota Press, 2006).
**Course Requirements & Grade**

**Grade Breakdown**

25% - Class Participation. As you can see, I think it is pretty important to be in class and ready to participate in conversations about our readings. This class will be driven by our readings and discussion, so it is crucial that each one of you be in class consistently and ready to engage in conversation. Since each of you will be graded on participation, it is imperative that no one person dominates discussions. To be truly prepared for conversations in class I would highly encourage you to print off each week’s readings and bring them (along with your hand written notes on the readings) to class.

30% - Contributions to class discussion boards. By Mondays at midnight (beginning August 29th) you must post 3 discussion questions and a description of your “muddiest point” and/or your “most interesting connection” relating to that week’s readings. All this must be done on the class discussion boards, which can be found on our Blackboard page. I encourage you to peruse your classmates’ posts before class the next day. Of course, you may respond to them on the discussion boards as well. (Only exception to Monday night deadline will be Week 3; please see schedule for details)

20% - Take Home Mid-Term

25% - Take Home Final Exam

Grade Key:
90 - 100: A
80 - 89: B
70 - 79 C
60 - 69 D
59 and below F

**Attendance Policy**

It is important to be in class. I will take attendance every class session at the beginning of class, and since class participation is a major portion of your grade, if you are not in class there is no way that you can be participating. I realize that some of you might be anxious about having to contribute to class conversations on a consistent basis, but this class is driven by reading, comprehension, and participation. I want to ensure that everyone participates so that we have a lively and productive class discussion.

Please turn off your phones before coming into the classroom.

**Incompletes & Drop Policy**

*Incompletes will not be given in this class.* Also, it should be noted that I can not drop you from this class, so you are solely responsible for making sure that you are dropped from the course if that is your intent. The last day to drop this class with the registrar is November 4, 2011.
FOR YOUR INFORMATION

Americans with Disabilities Act:
The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:
It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available:
The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.
**Tentative Schedule**

*This Schedule is subject to change and it is your responsibility to consistently check your mavs email account and our Blackboard page for any potential changes.*

**Week One**
August 25: Introduction: Culture and Empire

**Week Two: Theory and Theorists**

**August 29:** Discussion Post due on Culler reading
August 30: Lecture: Background & Seminal Thinkers
September 1: Discussion: Theory

Week’s Readings:
1) Jonathan Culler, *Literary Theory* pages xi-xii, 1-18, 43-55, 95-120
2) A.L. MacFie, *Orientalism*, pages 1-14
(These readings will be available on Blackboard as a PDF)

**Week Three:**
September 5: Labor Day
September 6: Lecture: More seminal thinkers and works
September 7: Discussion Post due on Howe reading
September 8: Discussion: The Nature of Empire

Week’s Reading:
1) Stephen Howe, *Empire*, Intro, Chapters 1,3,4, 5

**Week Four: Understanding the Cultural Encounter & Implementing Colonial Rule**

September 12: Discussion Post due on McCaskie and Füllberg-Stolberg readings
September 13: Lecture: Implementing Colonial Rule
September 15: Discussion: McCaskie & Füllberg-Stolberg

Week’s Reading:
1) T.C. McCaskie, “Cultural Encounters: Britain and Africa in the Nineteenth Century,” in Morgan and Hawkins (eds.) *Black Experience and the Empire*
2) Katja Füllberg-Stolberg, “African Americans in West and Central Africa in the Late Nineteenth and Early Twentieth Centuries: Agents of European Colonial Rule?” in Fischer-Tiné and Gehrmann (eds.) *Empires and Boundaries*
(These readings can be found as an E-Books in our library catalog)

**Week Five: Traveling with Baggage: British Imperial Masculinity**

September 19: Discussion Post due on Kosc
September 20: Lecture: Travel Writing and the 19th century
September 22: Discussion: Understanding British Identity

Week’s Reading:
Week Six: Female Travelers

September 26: Discussion Post due on Grewal and Stanhope
September 27: Film: Out of Africa (1985)
September 29: Discussion: Female Travelers

Week’s Readings:
1) Inderpal Grewal, Home and Harem: Nation, Gender, Empire, and the Culture of Travel, Intro and Chapters 1-2 (skim chapter 1).
2) Primary Document: Hester Lucy Stanhope, Travels of Lady Hester Stanhope: forming the completion of her memoirs (volume 1), Chapters 1-5. This reading can be found at: http://books.google.com/books?id=Zr4pAQAAIAAJ&pg=PA1&dq=Hester+Lucy+Stanhope&hl=en#v=onepage&q&f=false

Week Seven: American Anxiety?

October 3: Discussion Post due on Isaac
October 4: Film: The Real Glory (1939)
October 6: Discussion: The American Tropics

Week’s Reading:

Week Eight: Orientalism comes to the metropole

October 10: Discussion Post due on Codell and Macleod; Ray; and Bell
October 11: Lecture: The Anglicization or Hybridization of the World?
October 13: Discussion: The influence of the Orient

Week’s Readings:
2) Romita Ray, “The memsahib’s brush: Anglo-Indian women and the art of the picturesque, 1830-1880,” in Codell and Macleod (eds.), Orientalism Transposed
3) Leonard Bell, “To see or not to see: conflicting eyes in the travel art of Augustus Earle,” in Codell and Macleod (eds.), Orientalism Transposed

Mid-Term Exam will be distributed on October 11th

Week Nine: Traveling toward “Modernity”

October 17: Discussion Post due on Grewal

October 18: Mid-Term Exam will be due October 18th

October 18: Lecture: Focus on the Colonized: Turning the Tables
October 20: Discussion: Travel and the Colonized

Week’s Readings:
1) Inderpal Grewal, Home and Harem, Chapters 4, 5, and epilogue

Week Ten: Orientalism’s Interlocutors

October 24: Discussion Post due on Beaulieu and Roberts
October 25: Lecture: Orientalism in Art
October 27: Discussion: Oriental influences

Week’s Readings:
1) Beaulieu and Roberts (eds.), Orientalism’s Interlocutors, pages 1-103
### Week Eleven: Orientalism’s Interlocutors

**October 31:** Discussion Post due on Beaulieu and Roberts

**November 1:** Lecture: Women of/in the Orient

**November 3:** Discussion: Female Orientalists and Nonnormative Subjectivites

Week’s Readings:
1) Beaulieu and Roberts (eds.), *Orientalism’s Interlocutors*, pages 104-197.

### Week Twelve: Frantz Fanon

**November 7:** Discussion Post due on Fanon

**November 8:** Lecture: Fanon’s impact

**November 10:** Discussion: Fanon

Week’s Readings:

### Week Thirteen: Liminal Spaces: Culture of the Disavowed

**November 14:** Discussion Post due on Isaac

**November 15:** Film: *Dubai*

**November 17:** Discussion: The Invisibles

Week’s Readings:

### Week Fourteen

**November 22:** Film: *Paradise Now* (2005)

**November 24:** Thanksgiving: No Class; Watch *Slumdog Millionaire* if you have not already seen it

### Week Fifteen: Global Indigenous Media

**November 28:** Discussion Post due on Gauthier and Buddle

**November 29:** Film: *Boy* (2010)

**December 1:** Discussion: Agency and Media

Week’s Readings:

**Final Exam question will be distributed in class December 1st**

### Week Sixteen: Indigenous Art

**December 5:** Discussion Post due on Durham

**December 6:** Discussion: Jimmie Durham on colonialism

**December 8:** No class: Work on Final

Week’s Reading:
1) Jimmie Durham, excerpts from *A Certain Lack of Coherence*, *Columbus Day*

December 10 – 16 Finals Week

**Thursday, December 15th:** Final Due by midnight