

University of Miami
Department of History
Colonialism, Identity, and Development
HIS 611
Spring 2024

Course Instructor: Stephen R. Halsey
Instructor Email: s.halsey@miami.edu
Course Number: HIS 611
Instructor Office: Ashe 611
Office Phone: 305.284.4151
Office Hours: W 9:30-11:30am and by appointment
Course Time: M/W 2:30-3:45pm
Course Location: Dooly Memorial 201

Course Description

This research seminar uses works of history and literature to explore the origins, development, and collapse of European empires from 1500 to the present. We will focus primarily on South Asia, sub-Saharan Africa, and the Caribbean but also draw comparisons with Latin America, East Asia, and Southeast Asia. The course will develop a grand narrative that links overseas expansion in the early modern period (c. 1500-1800) to global capitalism but rejects economics as central to the creation of formal political and territorial empires after 1800. Instead, we will argue that the primary significance of “modern” or territorial imperialism lay in the realm of culture, discourse, and identity formation for both Europeans and their colonial subjects. The first section of the course will evaluate the growth of plantations and trading posts from the sixteenth through the eighteenth centuries and examine the important changes in consumption, production, and finance that they inspired in European societies. We will then trace the emergence of territorial colonies in the late eighteenth and nineteenth centuries and appraise the linguistic, cultural, economic, and social impact of European rule on indigenous peoples. During the final part of the course, we will assess the process of decolonization in the 1950s and 60s and conclude with the challenges of economic development and the post-colonial condition since independence.

Course Format

This course is an advanced seminar centered on discussion of the historical literature on colonialism and the production of an original research paper based on primary documents. I will post a pre-recorded lecture on Blackboard each week to introduce the specific topic and ask students to view this talk *before* class. They should also complete the general *readings* (not the specialized readings!) before coming to class on Monday. We will then have a discussion of the course readings on Mondays **for all students** that lasts an hour and fifteen minutes. The instructor will meet **only with graduate students** enrolled in the course on Wednesdays for additional discussions of the course material at an appropriate level. Discussions will focus on the general readings for a particular week, examining historical problems, competing interpretations, and topics of common interest that the students themselves raise. This introduction to the historiography of colonialism will prepare students to write a substantial term paper based on their own original research. This course may also serve as an initial foundation for students wishing to complete a PhD qualifying field in comparative colonialism.

Course Requirements

Graduate students will choose several books on a given topic from the approved list of specialized readings and write a **historiography or literary criticism review of 6-10 pages** in length (20%). The critique will be due at the beginning of class on the day we discuss that topic, for example in week three if you want to write about factories and plantations in the early modern period. In all cases, students will submit the paper between weeks two and twelve. More specific instructions on the paper will be provided in the form of a document on the Blackboard website. In addition, graduate students will submit a **research paper, historiography paper, or literary criticism paper of 20-30 pages** in length (45%) on

any relevant topic by **Monday, May 6th, at 2:30pm**. In many cases, they will want to choose a subject related to their Master's thesis, qualifying examinations lists, or potential dissertation topic. Class participation will constitute 35% of the final grade.

Student Learning Outcomes

- Sharpen critical reading, writing, and thinking skills
- Learn to differentiate historical fact from theory and conjecture
- Understand the most important theoretical and historical explanations of European colonialism
- Evaluate the strengths and weaknesses of analytical arguments
- Develop the capacity to conduct original historical or literary research using primary sources, including in foreign languages as appropriate

Course Texts

D Abernethy, *The Dynamics of Global Dominance*

R Austen, *African Economic History*

JH Parry, *The Age of Reconnaissance*

DK Fieldhouse, *The West and the Third World*

T Todorov, *The Conquest of America*

Patrick Chamoiseau, *School Days*

D Defoe, *Robinson Crusoe*

Additional required readings are available for download in pdf format under the course documents link on the Blackboard course website.

Caribbean Concentration Requirements

If you are taking this course to fulfill the Caribbean Concentration, you will need to supplement the readings for the course in consultation with myself and your advisor so that it meets the reading requirement of 50% content in Caribbean studies (i.e. the additional readings include at least one Caribbean focused reading for seven weeks or more of the course). Your final project will also need to meet the requirement by focusing on a topic in the field of Caribbean Studies.

COURSE POLICIES

UM Policy on Intellectual Property Rights

Stephen R. Halsey is the copyright owner of the courseware; individual recordings of the materials on Blackboard and/or of the virtual sessions are not allowed; and that such materials cannot be shared outside the physical or virtual classroom environment.

Students are expressly prohibited from recording any part of this course. Meetings of this course might be recorded by the University. Any recordings will be available to students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor or a University of Miami office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use

Class Attendance and Participation Policy

Students who skip classes without a legitimate excuse will automatically fail the class participation component of the course (35%). This will probably result in a final course grade of F. A "legitimate

excuse” includes a documented family emergency, an illness that resulted in a documented doctor’s visit, or approved university activities such as the Model UN, varsity sports, and the like.

UM Policy on Academic Honesty

Plagiarism or other forms of academic dishonesty will result in **automatic failure of the course** and referral to the University Honor Council where cheaters may face penalties including expulsion from UM.

UM Policy on Religious Holidays

According to UM policy, students must notify the course instructor within **the first three days** of class if they will be absent at any time during the semester for a religious observance. Please note that travel days to and from a religious observance in another city are **NOT** considered excused absences by UM.

Course Late Policy

Papers submitted after the deadline in the course syllabus will be penalized **one full letter grade** (an A- becomes a B- etc.) for each day they are late. The first “day” begins immediately after the deadline passes. Please send all work in Word or pdf format to s.halsey@miami.edu with a clear subject line by the required time. Students have the option of submitting the book review in hard copy format at the beginning of class during the week they are due, but this is not required.

UM Policy on Students with Disabilities

According to UM policy, students entitled to an accommodation through the Office of Disabilities Services (ODS) must provide the instructor with a formal letter **within the first two weeks** of class. Students are required to contact ODS at least ten days before any in-class exams to arrange a specific testing time.

Course Schedule

Week One

Jan 17 Introduction: A Grand Narrative of European Colonialism

General readings:

Austen, “Road to Post-coloniality,” 1-53
Abernethy, 3-42

Week Two

Jan 22 Why Europe?: The Sudden Ascendance of the “Eurasian Far West”

Jan 24 Grad Student Meeting

General readings:

Parry, JH., *Reconnaissance*, 1-68; 100-130
van Zanden, Jan Luiten, The Great Convergence from a West European Perspective: Some Thoughts and Hypotheses *Itinerario*, XXIV (2000), 3/4, pp. 9-28.
Bayly, C.A. The Great Divergence from a South Asian Perspective, *Itinerario*, XXIV (2000), 3/4, pp. 89-103.
Abernethy, 175-221 (recommended)

Specialized readings:

Abu-Lughod, *Before European Hegemony*
Arrighi, G. *The Long Twentieth Century*, esp. 27-84.
Jones, Eric. *The European Miracle*, esp. 70-84.
Landes, David. *Unbound Prometheus*

- Landes, David. *The Wealth and Poverty of Nations*
 McNeill, William, "The Age of Gunpowder Empires," in Michael Adas, *Islamic and European Expansion: The Forging of a Global Order*
 Parthasarati, P. "The Great Divergence," *Past and Present*, 2002 – 176,: 275
<http://www3.oup.co.uk/past/contents/>
 Pomeranz, Kenneth. *The Great Divergence : Europe, China, and the Making of the Modern World Economy*.
 Steensgaard Neil, *Asian Trade Revolution*, 12-154
 Tracy, James D. *The Political Economy of Merchant Empires* (esp. ch. 2, 4, 11).

Week Three

Jan 29 Early Modern Colonialism: Factories and Plantations

Jan 31 Grad Student Meeting

General readings:

- Austen, *African Economic History*, 81-108
 Curtin, *Cross Cultural Trade*, 109-57
 Parry, chaps 15-16
 Wallerstein, *Mod. World System*, chap 2
 Abernethy, 45-63 (recommended)

Specialized readings:

- Blackburn, Robin. *The Making of New World Slavery* (esp. intro., ch. x, xi)
 Prakash, Om. *European Commercial Enterprise in Precolonial India*
 N. Steensgaard, "The Indian Ocean Network and the Emerging World Economy." In Satish Chandra, *The Indian Ocean*.
 *Stern, Philip J. "A State in the Disguise of a Merchant: the Rise and Fall of the East India Company Polity"
 Crosby, Alfred. *Ecological Imperialism*

Week Four

Feb 5 Early Modern Colonialism in Film: *Aguirre, Wrath of God*

Feb 7 Grad Student Meeting

Week Five

Feb 12 Early Modern Colonialism: Proto-colonial Enterprise and the Path to Industrial Capitalism

Feb 14 Grad Student Meeting

General readings:

- Austen, R. and W. Smith, "Private Tooth Decay as Public Economic Virtue," 183-203.
 Eltis, D. and S. Engerman, The Importance of Slavery and the Slave Trade to Industrializing Britain *Journal of Economic History* 60 (March 2000), 123-44.
 Defoe, Daniel *Robinson Crusoe*

Specialized readings:

- Acemoglu, et al. The Rise of Europe: Atlantic Trade, Institutional Change and Economic Growth <https://hpds1.mit.edu/retrieve/1473/4269->

- 02.pdf, http://ssrn.com/abstract_id=355880
- Blackburn, Robin. *The Making of New World Slavery* (espec. ch. xii)
- Crouzet, "Towards an Export Economy."
- Cuenca Esteban, J. The British balance of payments, 1772-1820: India transfers and war finance *Economic History Review*, LIV (2001), 58-86.
- <http://search.epnet.com/direct.asp?db=buh&jid=%22ECH%22&scope=site>
- Engerman, S and J. Inikori, *The Atlantic Slave Trade*.
- Lemire, B. *Fashion's Favourite : the Cotton Trade and the Consumer in Britain, 1660-1800* .
- Parthasarati, P. "The Great Divergence," *Past and Present*, 2002 – 176: 275
<http://www3.oup.co.uk/past/contents/>
- Solow, B. *Slavery and the Rise of the Atlantic System*.
- Solow, B and S. Engerman, *British Capitalism and Caribbean Slavery*, 1-133.

Wednesday, Feb. 14, at 2:30pm: Students submit a final paper topic to the instructor

Week Six

Feb 19 Modern Colonialism: The Emergence of Territorial Empires

Feb 21 Grad Student Meeting

General readings:

Fieldhouse, *Colonial Empires*, 55-83, 138-241.

Austen, *African Econ. Hist.*, 101-21, 163-65.

Bayly, C.A. "The First Age of Global Imperialism," *Journal of Imperial and Commonwealth History*, 26 (1998).

Specialized readings:

Andrew and Kanya-Forstner, "Centre and Periphery in the Making of the Second French Colonial Empire."

Bayly, C.A. *Imperial Meridian*

Blackburn, Robin. *The Overthrow of Colonial Slavery*.

Cain, P. and Hopkins, A.G. *British Imperialism: Innovation and Expansion*.

Eldredge, *British Imperialism in the Nineteenth Century*, 20-38, 65-84.

Harnetty, *Imperialism and Free Trade: Lancashire and India in the Mid-Nineteenth Century*.

Headrick, Daniel. *Tools of Empire*.

Hynes, *The Economics of Empire*.

Latham, A.J.H. *The International Economy and the Undeveloped World*.

Owen and Sutcliffe, *Studies in the Theory of Imperialism*.

Platt, "Imperialism of Free Trade."

Platt, "Further Objections."

Robinson and Gallagher, "Imperialism of Free Trade."

(These three items are in W.R. Louis, *Imperialism*).

Semmel, *Rise of Free Trade Imperialism*.

Winch, *Classical Political Economy and Colonialism*.

Week Seven

Feb 26 Modern Colonialism: Peasantization and Subaltern Elites

Feb 28 Grad Student Meeting

General readings:

Fieldhouse, *Colonial Empires*, 242-394, or Fieldhouse, *West/Third World*, 71-222.
Austen, "Market Integration through Peasantization," 1-42.
Abernethy, 104-32, 277-307, 331-44 (recommended)

Specialized readings:

Altbach, P.G. and G. Kelly, *Education and Colonialism* (espec. 1-145, 301ff).
Comaroff, J. & J., *Of Revelation and Revolution*.
Gifford, P. and W.R. Louis, *France and Britain in Africa* (see esp. Gifford and T. Wieskell, "African Education in a Colonial Context")
Mangan, J.A., *Imperial Curriculum*
Mehta, Uday S. Liberal Strategies of Exclusion, in Cooper and Stoler,
Metcalf, Thomas. *Ideologies of the Raj*.
Mitchell, T. *Colonizing Egypt*.
Viswanathan, G. *Masks of Conquest: Literary Study and British Rule in India*.

Week Eight

March 4 Colonialism and European Identity: Alterity and Knowledge Projects

March 6 Grad Student Meeting

General readings:

Todorov, Tzvetan. *The Conquest of America*.

Specialized readings:

Asad, Tal (ed.), *Anthropology and the Colonial Encounter*
Hulme, Peter. *Colonial Encounters: Europe and the Native Caribbean, 1492-1797*.
McClintock, A. *Imperial Leather*.
Mitchell, T. "Orientalism and the Exhibitionary Order" in Dirks and *CSSH*, 31 (1989), 217-36.
Pratt, M.L. *Imperial Eyes: Travel Writing and Transculturation*.
Said, E. *Orientalism*.
Said, E., *Culture and Imperialism*.
Stocking, George W. *Colonial Situations: Essays on the Contextualization of Ethnographic Knowledge*
Trautmann, Thomas. *Aryans and British India*.

Wednesday, March 6, at 2:30pm: Students submit a final paper bibliography to the instructor

Week Nine

March 11 Spring Break

March 13 Spring Break

Week Ten

March 18 Colonialism and European Identity: Moral Economy Projects and Fictional Literature

March 20 Grad Student Meeting

General readings:

Colley, Linda. "Britishness and Otherness: an Argument."
 Comaroff, J. "Images of Empire, Contests of Conscience," 163-197.
 Conrad, J., "Heart of Darkness."

Specialized readings:

Austen, J., *Mansfield Park*.
 Conrad, J., *Lord Jim*.
 Dekker, E., *Max Havelaar*.
 Stowe, Harriet, *Uncle Tom's Cabin*.

Week Eleven

March 25 Creating Colonial Subjects: Discourse and Schooling

March 27 Grad Student Meeting

General readings:

Austen, "Coming of Age through Colonial Education : African Autobiography as Reluctant Bildungsroman (the Case of Camara Laye)," Boston University Discussion Papers in the African Humanities, 2000.
 Bhabha, Homi "On Mimicry and Man," in *The Location of Culture*, 85-92.
 Whitehead, C. "British Colonial Education Policy: A Synonym for Cultural Imperialism?" 211-230.

Specialized readings:

Bhabha, Homi. *Location of Culture*
 Comaroff, J. & J., "Homemade Hegemony" in either *ibid*, *Ethnography and the Historical Imagination*; Hansen, K.T., *African Encounters with Domesticity*; or Comaroff, J & J, *Reason and Revolution*, II, 274-302.
 Dirks, Nicholas. *Castes of Mind*
 Naipual, VS, *The Mimic Men*.
 Nandy, Ashis *The Intimate Enemy: Loss and Recovery of Self under Colonialism*.
 Mani, Lata The Production of an Official Discourse on *Sati* in Early Nineteenth Century Bengal, Or *ibid*, *Contentions Traditions: the Debate on Sati in Colonial India*, or *Contentious Traditions: the Debate on Sati in Colonial India*
 Tandon, P. *Punjabi Century*
 Walsh, Judith. *Growing up in British India*

Week Twelve

April 1 Creating Colonial Subjects: Literature

April 3 Grad Student Meeting

General readings:

Patrick Chamoiseau, *School Days*

Specialized readings:

Chaudhuri, Nirad. *The Autobiography of an Unknown Indian*
 Laye, C., *The Dark Child*.
 Toer, Pramoedya A. *The Mute's Soliloquy* (esp. 103-99).

Wednesday, April 3: Students submit a detailed outline of their paper to the instructor by 2:30pm.

Week Thirteen

April 8 Decolonization and the Dilemmas of Development

April 10 Grad Student Meeting

General readings:

Austen, *African Economic History*, 197-223

Fieldhouse, *West and the Third World*, 225-314

Specialized readings:

Abel, C and C. Lewis. *Latin America: Economic Imperialism and the State*.

Bates, Robert. *Toward a Political Economy of Development*, 133-205

Cooper, F. and R. Packard,. *International Development and the Social Sciences*

Cooper, F. *Decolonization and African Society*.

Fanon, F. *A Dying Colonialism*

Dos Santos, T. "The Structure of Dependence," *Am. Econ. Rev.*, 60,2 (1970), 231-36

Escobar, Arturo. *Encountering Development*

Hopkins, *Econ. His. W. Africa*, 237-92.

Tomlinson, B.R. *Political Economy of the Raj*.

Tomlinson, *Economy of Modern India*, 156-213.

Week Fourteen

April 15 Meanings of Post-coloniality in the Contemporary World

April 17 Grad Student Meeting

General readings:

Chatterjee, *Nation and Its Fragments*, 3-94.

O'Hanlon, R. and D. Washbrook, "After Orientalism;" G. Prakash, "Can the Subaltern Ride?" in *CSSH*, 34, 1 (1992), pp. 141-84.

Specialized readings:

Achebe, Chinua, *Things Fall Apart*.

Ahmad, A. *In Theory: Classes, Nations, Literatures* (esp. 56-71, 287-318).

Bhabha, H., *Location of Culture*.

Chakrabarty, D. *Provincializing Europe*

Chatterjee, P. *Nation and its Fragments*

Guha, R and G.C. Spivak, *Selected Subaltern Studies*

Hardt, Michael and A. Negri, *Empire*, (esp. 114-59).

Jackson, Robert H. *Quasi-States : Sovereignty, International Relations, and the Third World*.

Naipaul, VS., *A House for Mr. Biswas*.

Prakash, G. "Writing Post-Orientalist Histories", in Dirks and *CSSH*, 32 (1990), pp. 383-408.

Prakash, G. "Subaltern Studies as Postcolonial Criticism," *American Historical Review*, 99, 5 (Dec. 1994), 1475-1490.

Sarkar, S. Sumit. *Writing Social History*.

Saturday, April 20, at 12pm: Students email a *rough draft* of their final paper to the instructor by email.

Week Fifteen

April 22 Student Presentations

April 24 Student Presentations

General Readings:
Student Paper Drafts

Week Sixteen

April 29 Student Presentations

General Readings:
Student Paper Drafts

Important Final Paper Dates

Wednesday, Feb. 14, at 2:30pm: Students submit a *paper topic* to the instructor.

Wednesday, March 6, at 2:30pm: Students submit a *bibliography* to the instructor.

Wednesday, April 3, at 2:30pm: Students submit a *detailed outline* to the instructor.

Saturday, April 20, at 12pm: Students email a *rough draft* to the instructor by email.

Monday, April 22; Wednesday April 24; and Monday, April 29; in class: Students present their *rough drafts* to the class.

Monday, May 6, at 2:30pm: Students submit their *final papers* as an email attachment in pdf or Word file format to the course instructor.

Please note that additional office hours will be available during finals week from April 29 and May 6 via Zoom to discuss final paper drafts.