

**Encountering Europe:**  
**Colonialism, Decolonization and European Empires**  
**Honors 216A – 01H**  
Fall 2021

Professor Suzanne Kaufman

Pronouns: she, her, hers

Email: [skaufma@luc.edu](mailto:skaufma@luc.edu)

Office: 513 Crown Center

Office Phone: 508-2233

Classroom: Mundelein Center, room 611

Meeting time: T, TH, 1:15pm-2:30pm

In-Person Office Hours: T, 3:00pm-4:00pm and Th, 11:00am-12:00pm or by appointment

Zoom meetings can be arranged too if requested

**Course Description**

This course examines the history of modern Europe through the lens of colonialism and decolonization. We will begin the course by analyzing a variety of theories about European imperialism in the nineteenth and twentieth centuries, but the bulk of the course will concentrate on the experiences and practices of European colonialism. Topics will include the economic and political reasons for empire, the influence of empire on everyday life in Europe, and the impacts of empire on colonial subjects. In particular, we will examine how Europeans and colonial subjects constructed their identities under the imperial relationship and how these identities changed over time. We will also focus on the growing resistance to colonial rule in the twentieth century, paying close attention to the role of empire in World War I and the growth of anti-colonial nationalism within European colonies. Finally, we look at the process of decolonization after World War II, using Algeria as a case study, and then examine postwar British society and the impact that large-scale immigration from the former empire had on daily life. The course focuses primarily on British and French colonialism in the nineteenth and twentieth centuries, but we will look at the case of Belgium Congo too.

We will examine a wide variety of sources including works by present-day historians, memoirs and other documents from the nineteenth and twentieth centuries. We will also watch two films. Each week will be devoted to a general topic, and we will devote most of class time to group discussion. I will provide background lectures as needed.

**Course Structure in the Age of COVID-19**

We are living through a pandemic. Consequently, we have been requested to do the following in our classroom:

1. Please wear a mask in our classroom and inside all Loyola buildings.
2. Eating is not allowed in the classroom (drinks in closed containers are acceptable).
3. Assigned seating is required for the purposes of contact tracing.

These requirements are inconvenient but necessary to create and maintain a safe learning environment across our campus. The university measures have thus far been archived at this webpage: <https://www.luc.edu/coronavirus/>. Covid-19 testing is widely available on campus: <https://www.luc.edu/coronavirus/oncampustesting/>. I plan to test weekly, and while it is currently voluntary, the university urges all to test as well, so please strongly consider making testing part of your weekly routine. If you have symptoms, are feeling sick, or have tested positive, please do not come to class. Instead, we will work with you and send you material you may have missed because of illness.

### **Communication and Feedback**

I will communicate with you throughout the semester via Loyola's email system and via Sakai, Loyola's open-source learning management system. To reach me directly, use my Loyola email: [skaufma@luc.edu](mailto:skaufma@luc.edu). I usually respond to email within 24 hours (and often much sooner) during the week, 48 hours over the weekend. If you do not receive an email response from me by this time, I have not received your email - so please resend it. Students can expect ongoing and constructive written feedback from me on all writing assignments for this course. Short essays will be usually returned one week after their submission due date. Additional information about me can be found at:

<https://www.luc.edu/history/people/facultyandstaffdirectory/kaufmansuzanne.shtml>.

### **Required Reading**

The required books listed below are available at the Loyola University Bookstore. The Loyola Bookstore is located at 6435 N. Sheridan Road. The phone number is 773-508-7350. The three required books are also on reserve at Cudahy Library.

Ian Barrow, *The East India Company, 1600-1858: A Short History with Documents*

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

Michael G. Vann, *The Great Hanoi Rat Hunt: Empire, Disease, and Modernity in French Colonial Vietnam*

These books are widely available from online used book vendors at cheaper prices. It is fine to buy used copies and older editions. Here are a few recommendations for online book vendors:

[Alibris](#)

[AbeBooks](#)

[ThriftBooks](#)

In addition to the required books, there are several **required** readings that are available online through Sakai. These readings should be downloaded and saved on your computer or printed. They are marked in the syllabus with (S). To download the readings, the student must log on to Sakai. From the course site, you click on "schedule and readings." Then click on to the PDF document with the author's name or title of the reading. I strongly recommend that you download and print these readings because they are often the focus of the short essays. I also would like you to bring these readings to class.

### **Course Requirements**

\* All assigned reading is required and must be completed by the time the class meets on the dates indicated on the syllabus. Participation in class discussions is required and will constitute a significant part of your grade.

\* There will be ten weekly (or bi-weekly) three-page reaction papers. **Students must write 4 of these reaction papers during the course of the semester. All students are required to write two reaction papers by October 22. Papers will be due on Friday at noon so that students can finish the reading and have time to incorporate ideas from class discussion.** The papers will be submitted electronically through Sakai. Essay prompts for the reaction papers will be handed out in class and posted on Sakai. I do not accept late papers. Through the process of writing several short papers during the course of the semester, students will hone particular writing skills that include: 1. Articulating a clear thesis in an introductory paragraph; 2. Selecting, quoting and analyzing passages from the reading that serve as evidence for making an argument; 3. And using correct punctuation and clear prose to present a coherent essay. Essays cannot be rewritten for a higher grade.

\* In addition, there will be a take-home final essay exam that asks students to analyze the key issues raised by the readings in the class. The final essay exam will consist of two essay questions, and students will answer one of the questions (8-10 pages). The final essay exam will be due on 17 December at 5:00pm. A Printed copy will be put in my mailbox at the History Department. Detailed Instructions for the final paper will be given out later in the semester.

#### **A Word about Discussion:**

History 216A: Encountering Europe will be run largely as a discussion class. I will provide background lectures as needed. The best ways to prepare for and contribute to class discussion are: 1) complete the reading on time, and 2) critically analyze the reading. The goal of critical reading is to find the author's interpretation and what evidence and influences led to that conclusion. Our discussions will take the form of professor-led conversations in which the whole class will work together to answer a set of questions about the author's argument and goals. We will also occasionally do small group work in which students will respond (sometimes in writing) to a specific set of questions. For each assigned reading, students should be prepared to respond to the "study questions" found at the bottom of the Reaction Paper prompts. Incisive, imaginative and thoughtful comments that generate and facilitate discussion are key to good class discussions. Asking questions and responding to fellow student questions will make for an engaged and fun class period.

#### **A Word about Reaction Papers:**

Reaction Papers are critical essays that respond to a specific prompt by providing a clear answer to the question(s). They make a precise and specific argument in the introductory paragraph, and they develop and support that thesis by incorporating information from the assigned readings, usually by quoting specific passages. The best Reaction Papers will analyze chosen quotations to show how these passages reveal the author's argument and/or interpretive position. They should be 3 pages (typed, double-spaced); they can be longer but not shorter. No outside sources

are needed for these papers. Students can utilize background lectures and insights from classmates from our discussions for writing these papers.

### Course Evaluation and Grades

Final grades will be based on the quality of written work and class participation. Attendance is important and you will not do well in the course if you do not come to class.

Class Participation	25%
Four Reaction Papers	25%
Take-Home Final Essay Exam	50%
A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1; F = 0	

\*\* Plagiarism will result in a grade of F for the assignment. See last page of the syllabus for a working definition of plagiarism.

Loyola provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC; Sullivan Center [SAC@luc.edu and 773-508-3700], [www.luc.edu/sswd](http://www.luc.edu/sswd)). Professors will receive an accommodation notification from SAC within the first two weeks of the semester. Students are encouraged to meet with the professor individually to discuss their accommodations. All information will remain confidential.

Students should keep the professor informed of absences well in advance if possible. Students who miss one week or more of class because of illness or a personal emergency should contact the dean's office. Dean's office staff will notify your instructors. Notification of an absence does not excuse the absence; upon returning to classes, students are responsible for contacting instructors, producing appropriate documentation for the absence and completing any missed work.

\*\*Cellphones and all electronic devices must be turned off during class sessions. **Laptop computers will be allowed in the classroom for notetaking and accessing readings. If students use their laptops for other purposes, they will be disallowed in the classroom.**

### Meeting Dates and Assignments:

This schedule is a general plan for the course; deviations may be necessary.

#### Week One

31 August	Introduction to course
2 September	Imperialism, Colonialism, Empire – What's the Difference? Readings: (S) Jürgen Osterhammel, <i>Colonialism: A Theoretical Overview</i> , Chapters 1 and 2 (pp. 3-22)

(S) Trevor R Getz and Heather Streets-Salter, "Introduction" in *Modern Imperialism and Colonialism*, pp. 1-15

### Week Two

7 September European Colonialism before the "New" Imperialism

Readings:

(S) Norrie MacQueen, *Colonialism*, Prologue and Chapter 1 (pp. 1-22)

(S) Getz and Streets-Salter, "Colonialism: Competition for Empire and the Rise of the Slave/Plantation Complex Legacy" in *Modern Imperialism and Colonialism* (chapter 4), pp. 77-98

(S) Getz and Streets-Salter, "Imperialism: The New Imperialism and the Scramble for Colonies" in *Modern Imperialism and Colonialism* (chapter 10), only pp. 211-222

Background lecture: Old vs. New Imperialisms – an overview

9 September Classic Political Economy Theories of the New Imperialism

Readings:

(S) MacQueen, *Colonialism*, Chapter 2 (pp. 23-34)

(S) Excerpts from J.A. Hobson and V. I. Lenin in Alice Conklin, and Ian Fletcher, eds., *European Imperialism, 1830-1930* (pp. 14-20, 36-51 and 58-59)

**REACTION PAPER # 1 DUE 10 SEPTEMBER (Friday) via Sakai**

### Week Three

14 September A Cultural Approach to European Imperialism

Readings:

(S) Ann Laura Stoler and Frederick Cooper, "Between Metropole and Colony: Rethinking a Research Agenda," in *Tensions of Empire: Colonial Cultures in a Bourgeois World* (pp. 1-40)

16 September Technology and Empire: More theories of Empire

Readings:

(S) Daniel R. Headrick, "The Tools of Imperialism: Technology and the Expansion of Europe's Colonial Empires in the Nineteenth Century," *Journal of Modern History*, vol. 52, no. 2 (June 1979), pp. 231-263.

**REACTION PAPER # 2 DUE 17 SEPTEMBER (Friday) via Sakai**

### Week Four

21 September India, the East India Company, and the Making of the British Empire

Readings:

Ian Barrow, *The East India Company, 1600-1858*, Introduction and Chapter 1.

Background lecture: the British in India, 1750-1850.

23 September India, The East India Company and the Making of the British Empire

Readings:

Ian Barrow, *The East India Company, 1600-1858*, Chapter 2.

Week Five

28 September The Legacies of the EIC: British Empire in the Nineteenth Century

Readings:

Ian Barrow, *The East India Company, 1600-1858*, Chapter 3 and Conclusion.

**REACTION PAPER # 3 DUE 29 SEPTEMBER (Wednesday) via Sakai**

30 September The Quest for Greater France: Violence and Civilization overseas

Readings:

(S) Alice Conklin, "The Civilizing Mission," and Emmanuelle Saada, "The Republic and the *Indigènes*," in Edward Berenson, Vincent Duclert, and Christophe Prochasson, eds., *The French Republic: History, Values, Debates* (Ithaca: Cornell University Press, 2011), pp. 173-181 and 223-231.

Lecture: French colonialism in the nineteenth century

Week Six

5 October French Colonialism in Indochina: Contradictions of Republican Empire

Readings:

Michael G. Vann, *The Great Hanoi Rat Hunt*, Part I (The Graphic History), pp. 1-125.

7 October French Colonialism in Indochina: Contradictions of Republican Empire

Readings:

Michael G. Vann, *The Great Hanoi Rat Hunt*, Part III (Historical Contexts), pp. 197-231 (especially The New Imperialism and Third Republic sections)

**REACTION PAPER # 4 DUE 8 OCTOBER (Friday) via Sakai**

Week Seven

12 October No Class / Mid-Semester Break

14 October Colonial Violence: The Case of the Belgian Congo

Readings:

Adam Hochschild, *King Leopold's Ghost*, pp. 1-5, pp. 61-87, and 115-181

Week Eight

19 October Colonial Violence: The Case of the Belgian Congo

Reading:

Adam Hochschild, *King Leopold's Ghost*, pp. 209-274 and 292-306.

- 21 October Colonial Violence: The Case of the Belgian Congo  
Reading:  
Adam Hochschild, *King Leopold's Ghost*, pp. 292-306.  
**REACTION PAPER # 5 DUE 22 OCTOBER (Friday) via Sakai**  
**You must write two reaction papers by 22 October.**

Week Nine

- 26 October World War I: Challenges to European Empire  
Readings:  
(S) Getz and Streets-Salter, "Empire: Imperial World Wars and the Slow March toward Decolonization" in *Modern Imperialism and Colonialism* (chapter 14), only pp. 285-295.  
(S) Michael Adas, "The Great War and the Afro-Asian Assault on the Civilizing Mission Ideology," *Journal of World History*, vol. 15, no. 1 (March 2004), pp. 31-63.  
(S) Erez Manela, "Imagining Woodrow Wilson in Asia: Dreams of East-West Harmony and the Revolt against Empire in 1919," *American Historical Review*, vol. 111, no. 5 (December 2006), pp. 1327-1351.
- 28 October Reformulating Empire after World War I: The Mandate System  
Readings:  
(S) Susan Pedersen, "The Meaning of the Mandates System: An Argument," *Geschichte und Gesellschaft*, vol. 32, no. 4 (October 2006), 560-582.  
**REACTION PAPER # 6 DUE 29 OCTOBER (Friday) via Sakai**

Week Ten

- 2 November Interwar Empire: The Imperial Nation-State and its colonial metropolis  
Reading:  
(S) Getz and Streets-Salter, "Empire: Imperial World Wars and the Slow March toward Decolonization" in *Modern Imperialism and Colonialism* (chapter 14), only pp. 296-305.  
(S) Jennifer Anne Boittin, *Colonial Metropolis: The Urban Grounds of Anti-Imperialism and Feminism in Interwar Paris*, Chapters 1 and 3 ("Josephine Baker: Colonial Woman" and "A Black Colony? Race and the Origins of Anti-Imperialism"), pp. 1-37 and pp.77-111.
- 4 November Interwar Empire: The Imperial Nation-State and its colonial metropolis  
Reading:  
(S) Anne Spry Rush, "Imperial Identity in Colonial Minds: Harold Moody and the League of Coloured Peoples, 1931-1950," *Twentieth-Century British*

*History*, vol. 13 no. 4 (2002), 356-383.

**REACTION PAPER # 7 DUE 5 NOVEMBER (Friday) via Sakai**

Week Eleven

9 November The End of Empire: Comparing French and British Decolonization

Readings:

MacQueen, *Colonialism*, Chapter 6 (only pp. 121-139)

(S) M. K. Gandhi, *Indian Self Rule*, pp. 30-45, 66-74, 79-99

Background Lecture: Decolonization and the Algerian War

11 November The End of Empire: Two Perspectives from the Colonized World

Reading:

(S) Franz Fanon, "On Violence," *The Wretched of the Earth*, pp. 1-23 and pp. 42-52.

**REACTION PAPER # 8 DUE 12 NOVEMBER (Friday) via Sakai**

Week Twelve

16 November Settler Decolonization: The Case of the Algerian War for Independence

Reading:

(S) Martin Thomas, "Algeria's Violent Struggle for Independence," in Martin Thomas, et al., eds., *Crises of Empire*, Chapter 9 (pp. 228-252).

(S) Mouloud Feraoun, *Journal 1955-1962: Reflections on the French-Algerian War*, pp. ix-xiii, xl-iv, 84-87, 152-153, 248-252, 294-298, 309-315.

Film: Gillo Pontecorvo, *La battaglia di Algeri* (Battle of Algiers) (1966)

18 November Legacies of the Algerian War: The Question of Torture

Reading:

(S) William B. Cohen, "The Algerian War and the Revision of France's Overseas Mission," *French Colonial History* vol. 4 (2003), pp. 227-239.

Film: Gillo Pontecorvo, *La battaglia di Algeri* (Battle of Algiers) (1966)

**REACTION PAPER # 9 DUE 19 NOVEMBER (Friday) via Sakai**

Week Thirteen

23 November No Class / Watch the film *Mangrove* (*Small Axe* series) on your own

25 November No Class / Thanksgiving Break

Week Fourteen

30 November The Empire Comes Home: Postcolonial Great Britain

Reading:



(S) Kennetta Hammond Perry, "Migration, Citizenship and the Boundaries of Belonging," Chapter 2 of *London is the Place for Me: Black Britons, Citizenship, and the Politics of Race* (pp. 48-88)

Background lecture: Post-War British Politics

2 December The Empire Comes Home: Postcolonial Great Britain

Readings:

(S) Amy Whipple, "'Rivers of Blood' Controversy: Letters to Enoch Powell," *Journal of British Studies*, Vol. 48, no. 3 (July 2009), pp. 717-735.

**REACTION PAPER # 10 DUE 3 DECEMBER (Friday) via Sakai**

#### Week Fifteen

7 December Dealing with Difference in Multicultural Europe Today

Reading:

To Be Determined

9 December Summing Up and Concluding Thoughts

Reading:

The international section of the *New York Times* or *Washington Post* for this class, and consider the influence of European imperialism on current events. Both newspapers are available online at <[www.nyt.com](http://www.nyt.com)> and <[www.washingtonpost.com](http://www.washingtonpost.com)>. You can also use British newspapers.

**17 December Take-Home Final Essay Exam Due at 1:00p.m. in my mailbox at the History Department (5<sup>th</sup> Floor Crown Center) – Printed Copy!**

#### A Note on Plagiarism

I adopt the definition of plagiarism found in Booth:

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.<sup>1</sup>

---

<sup>1</sup>Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research (Chicago: University of Chicago, 1995), p. 167.

This means, among other things, that materials cut and pasted from the web are plagiarized unless they are properly quoted and cited. It also means that papers written by someone else but handed in by you under your name are plagiarized. Even if you plagiarize only a sentence or two you will receive a grade of F for the assignment.

To avoid plagiarism, take notes carefully, putting into quotation marks all real quotes and summarizing other things in your own words. If you are unclear about what constitutes plagiarism, please see me during my office hours.

### **Statement of Intent**

By remaining in this course, students agree to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

### **Student Resources**

These following links may prove useful and helpful to students over the course of this semester and during their academic career at Loyola.

[Loyola Coronavirus Updates and Information Page](#)

[Student Accessibility Center](#)

[Information Technology Services \(IT\)](#)

[Library](#)

[Writing Center](#)

[Center for Tutoring and Academic Excellence](#)

[Loyola Bookstore](#)

[Financial Aid](#)

[Sakai Student Guide](#)

[Loyola Academic Calendars](#)

### **Technology and Support Information**

For help with technical issues or problems with Sakai, contact the ITS HelpDesk at [helpdesk@luc.edu](mailto:helpdesk@luc.edu) or by phone at 773-508-4487. [Information Technology Services \(IT\)](#) has a list of services and resources on their home page that students may find useful. Please contact them for issues with your Loyola email (for example password problems) as well.

Below you will find links to privacy policies as well as support documentation for the technology we'll use in the course:

[Sakai Privacy policy](#)

[Sakai Student Support Guide](#)