



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME - 2008 TRIMESTER 2

Monday 7 July to Saturday 8 November 2008

HIST 236: RACE AND RACISM IN MODERN EUROPEAN HISTORY CRN 11172

Lecturer: Dr. Simone Gigliotti (Course Coordinator)
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Tutor: Ms. Hayley Brown
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Office Hours: 1- 2pm and 4- 5pm Thursday.

Lecture Times: Thursdays, 10.00-11.50 (with ten-minute break between the lectures from 10.50-11.00). Lectures commence in Week 1 of the course.

Venue: HM 002 (Hugh McKenzie)

Tutorials: Tutorials begin in Week 2 of the course. In the first lecture you must sign into one of the following groups:

Wednesday	2.10-3.00pm	HMLT003;
Wednesday	3.10-4.00pm	KK 201;
Thursday	2.10-3.00pm	OK 524;
Thursday	3.10-4.00pm	OK 319

NB: Tutorial group listings will be advised by no later than Monday 14 July. Tutorials begin in Week 2, and students should have read the assigned readings for that week in the Book of Readings.

Additional Information:

Information about any changes to the timetable or programme will be announced in lectures, posted in Blackboard "Announcements," and emailed to students via that medium.

Course Content:

- Lecture and tutorial programme, pp. 5-10.
- Assessment Overview, p. 11.
- Assessment in Detail, pp. 11-14.
- Research Materials, pp. 15-19.

Course Objectives:

Students completing the paper should be able to demonstrate:

- A broad grasp of the historical and social contexts and worlds in which racial thought and practices developed, particularly from the sixteenth century to present.
- An ability to develop informed historical arguments based on diverse sources of primary evidence and secondary scholarly sources;
- Competency in oral discussions, such as tutorials;
- Competency in written work, such as specified assessment tasks.

Workload:

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote **15 hours** per week to HIST 236. This includes 2 hours of lectures per week, attendance at tutorials, reading the set readings in preparation for tutorials and conducting research for your assessment tasks.

Course Reading:

The HIST236 book of readings, which can be purchased from Student notes.

Textbooks can be purchased from Vicbooks located on the top floor of the Student Union Building, Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays), 10.00 am – 1.00 pm Saturdays.

Phone: 463 5515

Recommended Reading:

A recommended reading list for each week is provided at the end of this guide.

Assessment requirements:

The course is internally assessed with three written pieces, outlined on p. 11. The **relationship between assessment and course objectives is outlined at the beginning of each assessment task.**

Penalties:

There are penalties incurred for late submission of work or for being significantly under or exceeding word limits.

- Students will be penalised for late submission of essays—a deduction of **3% for the first day late, and 2% per day thereafter, up to a maximum of 8 days.** Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

Mandatory Course Requirements:

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- b) Attend at least **8 out of 10 tutorials** in the course.

Statement on the use of Turnitin (only for courses which make use of Turnitin):

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. *Turnitin* is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. *Turnitin* is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by *Turnitin*. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. *Turnitin* will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Academic integrity and plagiarism:

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/study/plagiarism.aspx

General University policies and statutes:

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar on the VUW home page at

www.victoria.ac.nz/home/about_victoria/calendar_intro.html

or go to: <http://www.victoria.ac.nz/home/about/policy/default.aspx>

For information on the following topics, see the corresponding Blackboard files (or similar files or course website pages):

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support.

LECTURE AND TUTORIAL PROGRAMME

Week 1: Introductions and Concepts

Thursday 10 July

Lectures 1-2: Introduction and administration

No Tutorials, no readings

Week 2: Early colonial encounters: race and culture

Thursday 17 July

Lecture 3: What is race and racism? Histories, methods and approaches

Lecture 4: Ethnocide: Expansion and colonization in the 'New World' Americas

Tutorial theme: Fate of Indigenous Peoples in 'New World' Colonization

- In what ways have modern examples of ethnic cleansing and violence differed in intention and impact from 'New World' colonizations?
- Outline the steps of Spanish conquest and infiltration, based on the reading of De Las Casas?
- Why are numbers important to historians when discussing the impact of colonization? What are the limitations of this methods-based approach? (see Henige article)

Essential Reading

David Maybury-Lewis, "Genocide Against Indigenous Peoples", in A. Hinton (ed), *Annihilating Difference: the Anthropology of Genocide* (Berkeley: University of California Press, 2002): 43-53

Bartolomé De Las Casas, *An Account, much Abbreviated, of the Destruction of the Indies*, ed. Franklin W. Knight, (Indianapolis: Hackett Publishing 2003): 1-12.

David Henige, "On the Contact Population of Hispaniola: History as Higher Mathematics" in *Caribbean Slavery in the Atlantic World*, ed. Verene Shepherd and Hilary McD. Beckles, (Kingston: Ian Randle Publishers, 20 00): 75-85.

Week 3: Race, Slavery, and Revolution

Thursday 24 July

Lecture 5: Slavery, the Enlightenment and Race

Lecture 6: The French Revolution in the colonial Caribbean

Tutorial theme: the quest for equality in San Domingue (Haiti)

- What arguments does Walvin offer about the links between racism and slave societies in the Americas?
- Why were the mulattos offended by their exclusion from the Declaration of Rights of Man and the Citizen? What were their arguments for inclusion as citizens?
- To what extent does C.L.R. James support the thesis of 'racial equality' as a motivation for the mulatto revolt? What alternative interpretation does he advance?

Essential Reading

James Walvin, "Colour, Race and Subjugation" in *Questioning Slavery* (Kingston: Ian Randle Publishers, 1997): 72-95 and 188-189.

"Motion made by Vincent Ogé the Younger to the Assembly of Colonists", in *The French Revolution and Human Rights: a Documentary History*, ed. Lynn Hunt, (New York: St. Martin's Press, 1996): 103-104.

Abbé Grégoire, "Memoir in Favor of the People of Color or Mixed-Race of Saint Domingue", in *The French Revolution and Human Rights: a Documentary History*, ed. Lynn Hunt, (New York: St. Martin's Press, 1996): 105-106.

Kersaint, "Discussion of Trouble in the Colonies" in *The French Revolution and Human Rights: a Documentary History*, ed. Lynn Hunt, (New York: St. Martin's Press, 1996): 112-115.

C.L.R. James, "Parliament and Property", in *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*, 2nd rev. ed. (New York: Vintage Books, 1989): 62-84.

Week 4: Construction and Persecution of Minorities

Thursday 31 July

Lecture 7: Ethnicity, Race and Violence: 'border control' in the pre-nation state.**Lecture 8:** Semites and Anti-Semites: antecedents of biological classification.**Tutorial theme: Early Racial Thought**

- In what ways were Jews seen as threats to society? To what extent were these perceptions socially constructed rather than biologically anchored? (Voltaire article)
- What are the similarities and differences in Kant's and Blumenbach's classification of races?
- What is meant by *polygenesis* in relation to the origins of human species, and how was it methodologically flawed?

Essential Reading

Voltaire, "Philosophical Dictionary" (1764), from Richard S. Levy (ed), *Antisemitism in the Modern World: an anthology of texts* (Lexington: D.C. Heath & Co, 1991): 39-46.

Immanuel Kant, "On the Different Races of Men" (1775) in *Race and the Enlightenment: a Reader*, ed. Emmanuel Chukwudi Eze, (Oxford: Blackwell Publishing, 1997): 38-48.

Johann Friedrich Blumenbach, "Degeneration of the Species" (1776) in *Race and the Enlightenment: a Reader*, ed. Emmanuel Chukwudi Eze, (Oxford: Blackwell Publishing, 1997): 79-90.

Joseph L. Graves, Jr. "Pre-Darwinian Theories of Biology and Race" in *The Emperor's New Clothes: Biological Theories of Race at the Millennium*, (New Brunswick: Rutgers University Press, 2001): 37-51, 223-224.

Assessment I Due: Monday 4 August, 5pm

Week 5: 'Civilizing' and 'Racial Others': Violence, Ideology and assimilation in settler societies

Thursday 7 August

Lecture 9: The Impulse to 'Civilize': Settler violence and indigenous encounters in the colonial experience**Lecture 10:** The Question of Genocide in Australian History: The Stolen Generations**Tutorial theme: Genocide and Settler Society: the frontier experience in Queensland**

- In the case of Queensland, how does Evans present 'the frontier experience' as ethnocidal or culturally destructive for Aborigines?
- Based on the documents in the Appendix, what difficulties did the Native Police Force in Queensland encounter? How did they resolve them? (Use documents A and B)
- What perceptions about Aborigines accompanied the missionaries in colonial Queensland? What other forms did the destruction of indigenous culture take? (Use documents C and D)
- What does Tatz see as the main issues in relation to confronting genocide in Australia, for example, the role of historians in writing history, government acknowledgement, etc?

Essential Reading

Raymond Evans, "Plenty Shoot 'Em": the Destruction of Aboriginal Societies along the Queensland Frontier" in A. Dirk Moses (ed), *Genocide and Settler Society: Frontier Violence and Stolen Indigenous Children in Australian History* (Oxford; New York: Berghahn Books, 2004): 150-173.

"Appendix: Documentary Sources, Section I: Aborigines" in Raymond Evans, et al, *Race Relations in Colonial Queensland: A History of Exclusion, Exploitation and Extermination*, (St. Lucia: University of Queensland Press, 1988): 375-390.

Colin Tatz, "Confronting Australian Genocide" in *Aboriginal History*, Vol. 25, 2001: 16-36.

Week 6: Slavery and Race in the Caribbean*Thursday 14 August***Lecture 11:** Empire, Race and Subjugation: the British in the Caribbean**Lecture 12:** Film: *Forbidden Fruit* (Channel Four, UK, 2003)**Tutorial Theme: Plantation society: Reading slaves' lives in Jamaica**

- Outline the types of encounters Thistlewood had on a daily basis, and their narrative recollection in the diary. How are these events represented as 'normalised' or 'routine'?
- Discuss how Thistlewood represents or contradicts Catherine Hall's profile of the metropolitan planter.
- What do you think Trevor Burnard intends to convey by using "the gray zone" in relation to the society in which Thistlewood lived?
- Outline and account for the conditions of life for the slaves, particularly Sarah and Robert, on Mesopotamia Estate? How do their lives compare to the experiences of those on the Egypt estate?

Essential Reading

Trevor Burnard, *Master, Tyranny and Desire: Thomas Thistlewood and his slaves in the Anglo-Jamaican World*, (Chapel Hill; London: University of North Carolina Press, 2004): 13-34 and 273-277.

"Notes on Plantation Life 1752-1754", *In Miserable Slavery: Thomas Thistlewood in Jamaica 1750-1786*, ed. Douglas Hall, (Kingston: University of the West Indies Press, 1999): xviii – xxiii, 50-65.

Richard S. Dunn, "The Story of Two Jamaican Slaves: Sarah Affir and Robert McAlpine of Mesopotamia Estate" in Roderick A. McDonald, *West Indies Accounts: Essays on the History of the British Caribbean and Atlantic Economy*, (Kingston: University of the West Indies Press, 1996): 188-210.

MID TRIMESTER BREAK: 18 August – 29 August**Week 7: Foundations of the 'Racial Century'***Thursday 4 September***Lecture 13:** The Science of "Race": Charles Darwin and his philosophies**Lecture 14:** 1850-1950: Distilling 'racial science': Whiteness, public health and disease (Film Excerpt: *Optimum: the Crusade for Efficiency*).**Tutorial theme: Biology and Culture**

- Outline how Darwin's "On the Races of Man" laid the basis for scientific classification of human racial traits.
- What terms of language and assumptions about non-European races are apparent?
- In what ways did eugenics characterize racial difference?
- How did Boas account for 'instability' among different racial groups?
- What, according to Stepan, were the limitations of Darwin's theories?

Essential Reading:

Charles Darwin, "On the Races of Man", from *The Descent of Man*, in *The Idea of Race*, eds. Robert Bernasconi and Tommy L. Lott, (Indianapolis: Hackett Publishing, 2000): 54-78.

Francis Galton, "Eugenics: Its Definition, Scope and Aims" *The Idea of Race*, eds. Robert Bernasconi and Tommy L. Lott, (Indianapolis: Hackett Publishing, 2000): 79-83

Franz Boas, "Instability of Human Types" in *The Idea of Race*, eds. Robert Bernasconi and Tommy L. Lott, (Indianapolis: Hackett Publishing, 2000): 84-88.

Nancy Stepan, "Evolution and Race" *An Incomplete Revolution*", in *The Idea of Race in Science: Great Britain, 1800-1960*, (London: Macmillan, 1982): 47-66, 200-202.

Week 8: Nations, Imperialism, and Racial Stress*Thursday, September 11***Lecture 15:** Making the Nation, making the European citizen.**Lecture 16:** Imperialism and Race: the late 19th c. European ‘scramble’ in Africa.**Tutorial theme: Colonial Genocide: German settlers, authority and the Herero in Namibia**

- Outline the relations between the German colonizers and Herero.
- What caused the German extermination of the Herero? What other justifications were given? How did the Herero respond?
- 2004 was the 100th year anniversary of the genocide in Namibia: what issues remain unresolved for the Ovaherero?

Essential Reading

Jon Bridgman and Leslie J. Worley, “Genocide of the Hereros” in *Century of Genocide: Eyewitness accounts and critical views*, S. Totten, et al, New York; London: Garland Publishing, 1997: 3-25.

Tilman Dederig, “A Certain Rigorous Treatment of all parts of the Nation”: the annihilation of the Herero in German South-West Africa, 1904” in *The Massacre in History*, eds. M. Levene and P. Roberts, New York; Oxford: Berghahn Books, 1999: 205-222.

Vezera Kandetu, “Namibia: Cold Discourse Upon Chronic Pain” in *New African*, January 2005, No. 436: 64-66.

Assessment II: due Monday 15 September, 5pm**Week 9: Viewing Empire: home and abroad***Thursday, September 18***Lecture 17:** Exploration and Travel Narratives: gendered narratives and racialized encounters**Lecture 18:** Anthropology and Photography: extending the representational boundaries**Tutorial theme: Framing colonial contact**

- What is “Ornamentalism”? How was it an extension of British attitudes on class and culture?
- What is the link between commodity racism and scientific racism? How was commodity racism exhibited or inscribed into European ‘civilizing’ practices in Africa?
- According to McClintock, how were gender roles represented in imperial advertising?

Essential Reading

David Cannadine, “Ornamentalism”, *History Today* 51.5 (May 2001): 12-19. (Citation: Expanded Academic ASAP. Gale. Victoria Uni of Wellington. 27 May 2008

<<http://find.galegroup.com/itx/start.do?prodId=EAIM>>. Gale Document Number: A74483224

Anne Mc Clintock, “Soft-Soaping Empire: Commodity Racism and Imperial Advertising” in *Imperial Leather: Race, Gender and Sexuality in the Colonial Conquest*, (New York: Routledge, 1995): 207-231 and 417-420.

Week 10: Comparative Eugenics movements in the Interwar Period*Thursday September 25***Lecture 19:** An Enemy in their Midst: Germans in New Zealand, 1914-1918 (Andrew Francis)**Lecture 20:** Interwar anxieties: degeneration and eugenics in Europe and the US; Recommended film: *Homo Sapiens 1900***Tutorial theme: Citizens and immigrant nations**

- How does Du Bois define a ‘racial history’ of humanity? What are its commonalities and interpretive problems?
- What paths did Du Bois advocate for the Negro race? What was he rejecting or resisting about contemporary thought on racial origins and its potential effects?
- In what ways did race and whiteness determine citizenship controls in the US?
- How, according to Jacobson, were the Jews *seen* to represent a racially distinct group? What criticisms does he make of these constructions?

- What, according to Gilman and Leys Stepan, are the responsibilities of science in challenging ‘racial’ theories of humanity?

Essential Reading

- W.E.B. Du Bois, “The Conservation of Races” (1897), in *Theories of Race and Racism: a Reader*, eds. Les Back and John Solomos, (London; New York: Routledge, 2000): 79-86.
- Judy Scales-Trent, ‘V: Supporting Systems of Racial Purity’ (EXTRACT) in “Racial Purity Laws in the United States and Nazi Germany: The Targeting Process”, *Human Rights Quarterly*, 23 (2001): 287-292.
- Matthew F. Jacobson, “Looking Jewish, Seeing Jews” in *Theories of Race and Racism: a Reader*, eds. Les Back and John Solomos, (London; New York: Routledge, 2000): 238-252.
- Nancy Leys Stepan and Sander L. Gilman, “Appropriating the Idioms of Science: the Rejection of Scientific Racism” in *The ‘Racial’ Economy of Science: Toward a Democratic Future*, ed. Sandra Harding, (Bloomington: Indiana University Press, 1993): 170-193.

Week 11: Blood, Nation and Threat: ‘Master’ and inferior races in Nazi Germany

Thursday October 2

Lecture 21: Mastering ‘Race’ in Hitler’s Germany

Lecture 22: DVD: *Nazi Medicine: in the Shadow of the Reich or Science and the Swastika*

Tutorial theme: Racial Wars and Genocide

- Why were the Jews constructed as biologically ‘impure’?
- To what extent can their persecution be seen as a metaphor for the persecution of minority groups in general? (I.e., what was specific and comparable about it?)
- Why was the racial world-view appealing to Fascist ideology? On what bases were racial categories constructed in non-scientific terms in the 1930s?
- Bauman suggested that ‘racism is inevitably associated with the strategy of estrangement’. What were the methods of estrangement and consequences of Hitler’s strategy to create a ‘master’ race in Europe?

Essential Reading

- Adolf Hitler, “Speech to the Great German Reichstag” (30th January 1939), in *Antisemitism in the Modern World: an Anthology of Texts*, ed. Richard S. Levy, (Lexington: D.C. Heath & Co): 222-223.
- Michael Burleigh and Wolfgang Wippermann, “The ‘Uniqueness’ of Nazi Racialism”, in *The Fascism Reader*, ed. Aristotle A. Kallis, (London: Routledge, 2003): 332-340.
- Mark Neocleous, “Racism, Fascism and Nationalism” in *The Fascism Reader*, ed. Aristotle A. Kallis, (London: Routledge, 2003): 349-358.
- Zygmunt Bauman, “Modernity, Racism, Extermination II” in *Modernity and the Holocaust*, (Ithaca: Cornell University Press, 1989): 61-77, 214-217.

Week 12: Final Week: In-Class Test

Thursday, October 9

Lectures 23-24: Compulsory in-class review test, Thursday 9 October (during the usual lecture times)

No tutorials in the final week, no readings

ASSESSMENT DETAILS

HIST 236 ASSESSMENT COMPRISES THREE PIECES OF WORK, OUTLINED HERE:

Assessment comprises three written pieces of work

1. Bibliographical Research Exercise: due 4 August, 5pm (20% of overall grade); 1500 words
2. Research Essay: 15 September, 5pm (45% of overall grade); 3000 words
3. In-Class test: 9 October (no more than 1500 words; 35% of overall grade; information about the test and review sheets will be distributed two weeks before the test date).

Assessment I: Bibliographical Research Exercise (Annotation)

Length: 1500 words. **Weight:** 20% of the overall grade.

Due date: Monday 4 August, 5pm. (in the History drop box next to the door of OK 405).

Submission: At this stage, a paper copy only (deadline as above). I reserve the right to ask for an electronic copy of your essay to be submitted to me during the marking process.

Late Work: Penalties in accordance with History Programme regulations.

Description of the Task: You are to compile an annotated bibliographic listing of primary **and** secondary sources related to **ONE** of the following themes we have briefly covered in weeks one to four of the course (time frame 1500-1850). The available themes are:

- Enlightenment thought
- Antisemitism in Europe
- Ethnic minorities in Europe
- Haiti (Revolution)
- Colonial Violence
- Religion and Race
- French Revolution and Slavery
- Debates on Toleration
- Natural Rights

Instructions:

- You are NOT to include the same sources already included in the course readings. You can, however, search for works by the same authors.
- It is strongly recommended that you include, as a minimum, **between 3 and 5 primary sources**, with the balance as secondary sources.
- You are not to “Google” the themes, or use Wikipedia.
- Your bibliography should be based on primary and secondary sources found in university libraries, including VUW, in databases accessed through the university library, and in accredited digital archives.
- Remember that the task is selective, meaning that you will most likely find many sources of use, but you have to provide a justification as to why you think the source relates to the theme. Remember that there are literally hundreds of possible items for each subject theme, but the ones I have provided above are not recognised “subject headings” in library catalogues. You have to think about how to develop effective search methods to return a large number of sources, and then critically analyse the relevance of **fifteen** of them for your chosen subject theme.
- Your bibliographies should be confined to these themes as they relate to European and colonial history **before the twentieth century**.
- For tips on what is an annotated bibliography, see: <http://library.umcrockston.edu/annotate.htm>

Compiling your bibliography: Format Sheet

Format: (as a guide, please download the format sheet for Assessment I in HIST 236 Blackboard “Assignments” and use it as the basis for your bibliography).

- In **Section I**, you are to provide a complete bibliography of these sources divided as relevant into primary and secondary source sections.
- In **Section II**, you are to list this bibliography again, however, with each primary or secondary source item, you must provide an annotated description of it. This means that each bibliographic entry is to be accompanied by a **one-hundred word description** of the entry that should address the following:
 - o Brief information about the author of the primary or secondary source;
 - o The item's context of publication or release;
 - o How the item relates to the subject theme.

NB: Each one-hundred word description should be written in prose format, not point or bullet form.

Learning objectives for this task:

- To familiarise students with effective bibliographical research
- To develop interpretive and analytical skills in relation to primary and secondary source documents
- To be able to distinguish between such sources, the different historical contexts of their writing, and their relationship to the subject theme
- To be able to write annotated bibliographies
- To develop an editorial capacity in keeping to the word limit

Technical Points (What you need to include or be aware of):

- **Attach a Cover Sheet:** A cover sheet for HIST 236 is available in Blackboard under "Bibliography".
- **Use a format sheet "HIST 236 Bibliography Assessment Sheet" (in Blackboard under Assignments)**
- **This task must be typed.**
- The text word count is **1500 words** (100 words each for 15 entries) and this is **EXCLUSIVE** of the bibliography.
- **A word count** of the text only to be added at the end of your essay (the total of all of your fifteen entries, excluding the title listing)
- **Please consult** "Writing History Essays" for correct citation conventions. A copy of it has been uploaded into Blackboard under "Course Materials".

You will be evaluated on:

- | |
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| <ul style="list-style-type: none"> • Evidence of library research on the selected theme • Ability to compile a selective bibliography • Ability to justify the selection of your sources in the bibliography • Scholarly and concise writing about each entry • Adherence to History Department Citation Conventions and Bibliography |
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Assessment II: Research Essay

- Length:** 3,000 words (**exclusive** of footnotes OR endnotes AND bibliography).
Value: 45% of overall grade
Due date: **Monday 15 September, 5pm.** OK 405, History Office. This is the version that WILL be marked, and penalized if it is late. I reserve the right to ask for an electronic copy.
Late work: Penalties in accordance with History Programme regulations.

IMPORTANT TIPS FOR RESEARCHING YOUR ESSAY

Broadly speaking, your essay **SHOULD** comprise the following mix of sources (as a minimum):

- **Primary source material (minimum of 3 sources):** What you include in your essay will vary according to what is relevant to it as a primary source material. Examples may include laws, acts and decrees, and writings by participants from the period, such as travel accounts, diaries, letters, etc.
- **Journal articles:** You should locate (and use) in print, or online, a **minimum of 2** journal articles.
 - You will be expected to use the library shelves and databases to locate these.
 - If you do NOT find anything of relevance, you **MUST** submit an appendix with a note recording the history of your search. If you find an article of relevance but the library does not stock the periodical, you can order it via interlibrary loan.
- **Books: (monographs and/or chapters in edited collections). A minimum of 4 books.**
- **Bibliography:** alphabetical listing divided into headings “primary” and “secondary” source material.

Writing Instructions:

- Please consult the Department guide “Writing History Essays”. A copy of it has been uploaded into Blackboard under “Course Materials”.
- Plagiarism is an academic and intellectual offence and will be treated in accordance with guidelines as set out in your Course Notes.

Assessment Criteria:

- Ability to respond critically to the question/issue.
- Scholarly writing, coherent structure and integration of sources into the essay.
- Ability to formulate an argument based on the sources you have consulted.
- Evidence of Bibliographic research: inclusion of relevant primary and secondary sources, and evidence of web-based research in accessing journal articles.

Tips for Research:

1. Refer to “Race and Racism: general collections” in the following “Further Reading” section which contain collections of primary sources.
2. Consult the Course Reserve listing on the library catalogue under “HIST 236”.
3. If you have not already done so, please familiarise yourself with the library’s online databases and open shelves to access journal articles. If in doubt, ask at the reference desk about this.
4. **ASK** me if you are having trouble with the question or locating relevant sources.

ESSAY TOPICS: Choose ONE of the following questions

“Sources” refer to the list in “Further Reading” which follows these questions. The sources are NOT exhaustive, but introductory. You are also expected to go well beyond the essential weekly readings in your tutorial readings as ‘research sources’ for your essay. Teaching staff can help direct your research, discussing ideas and reading over one-page essay plans.

1. The word “discovery” is a sanitised phrase that denies the impact of European contact and colonization in the New World. Sources: begin with week 2 readings.
2. Why did the classification of “races” concern Enlightenment philosophers of the 18th century? Sources: begin with week 3 readings.
3. In what main ways did anti-Semitism in 18th century Europe differ from that seen in the 19th century? Sources: begin with week 4 readings.
4. In what main ways were the themes of European “racial science” applied in New Zealand during the nineteenth century? Sources: begin with week 4 readings.
5. In what ways were settlers involved in the devastation of Aboriginal populations in Australia? Sources: begin with week 5 readings.
6. In what ways did slaves resist and accommodate violence, abuse and dehumanization on Caribbean plantations before the 1830s? Sources: begin with week 6 readings.
7. To what extent did enslaved women have agency on plantations in the Caribbean? Sources: Begin with week 6 readings.
8. Why was the study of skulls so appealing to philosophers and scientists in the late nineteenth century? Sources: begin with week 7 readings.
9. In what ways did Social Darwinism and eugenics impact on the development of Nazi racial policy in the 1930s? Sources: begin with week 7 readings.
10. In what main ways did *The Voyage of the Beagle* remain the basis for Charles Darwin’s thinking on evolution? Sources: begin with week 7 readings.
11. How did Darwin’s theories on evolution influence colonizers’ perceptions of indigenous groups in Australia **OR** New Zealand from the mid 19th century until the First World War? Sources: begin with week 8 readings.
12. In what ways was photography used to reinforce European views of indigenous groups from 1860 to 1920? Sources: Begin with week 9 readings.
13. How can Matthew Jacobsen’s term “probationary whiteness” be applied to the experience of assimilation for European immigrants in the United States in the late 19th and early 20th century? Sources: begin with week 10 readings.
14. The eugenic motivation for sterilization in the United States in the early 20th century was inherently different to that adopted in Nazi Germany. Discuss. Sources: begin with week 10 and 11 readings.
15. The Nazi assault on the Jews in the Holocaust was not a unique event in European history, but rather the culmination of the “racial century” (1850-1950). Discuss. Sources: Begin with week 11 readings.

RESEARCH MATERIALS FOR RACE AND RACISM

Digital Archives of Interest:

Racial Science Now: <http://www.racesci.org/digitalarchives/primarysources.html>

Resource Page for H-Eugenics: <http://www.h-net.org/%7Eeugenics/resources.html>

German Colonies Visualized: <http://www.stub.bildarchiv-dkg.uni-frankfurt.de/>

Women Working, 1800-1930: <http://ocp.hul.harvard.edu/ww/>

Image Archive, American Eugenics Movement: <http://www.eugenicsarchive.org/eugenics/>

JOURNALS OF INTEREST (the library may not stock some titles)

Aboriginal History
American Historical Review
Australian Historical Studies
Caribbean Quarterly
Ethnic and Racial Studies
French Historical Studies
Gender & History
German Studies Review
Itinerario: European Journal of Overseas
History (<http://www.itinerario.nl/main.htm>
)
Journal of Modern History
Patterns of Prejudice
Race & Class
Journal of African History
Journal of British Studies
Journal of Caribbean History
Journal of Colonialism and Colonial
History
Journal of Women's History
Modernism/Modernity
Slavery & Abolition
William and Mary Quarterly

GENERAL BACKGROUND READING (THIS IS A SELECTIVE LIST)

- You will have to consult the library catalogue to ascertain each book's copy status and call-mark.
- Many of the books below are on the 3-day loan and Closed Reserve shelves. Please be courteous to other students, and return the books ON TIME.
- Please check the Course Reserve listing on the library catalogue under "HIST 236"
- And finally, learn to like your library – visit the shelves often looking for books that can help with your research.

European History: Surveys**Renate Bridenthal, (et al), *Becoming visible: women in European history***

Mark Mazower, *Dark Continent: Europe's Twentieth Century*

Eric Hobsbawm, *Age of Revolution, Age of Capital, Age of Empire, and Age of Extremes.*

Glenda Sluga and Barbara Caine, *Gendering European History*

Bonnie G. Smith, *Changing lives: women in European history since 1700*

Jonathan Sperber, *Revolutionary Europe, 1750-1850*

David Welch, ed, *Modern European History, 1871-2000: a documentary reader*

Race and Racism: General (Collections of Primary Sources and Interpretation)

Theories of Race and Racism: a Reader

Race and the Enlightenment: a Reader

3-day: A Companion to Racial and Ethnic Studies

Robert Bernasconi and Tommy L. Lott (eds), *The Idea of Race*

Ernest Cashmore, James Jennings, Ellis Cashmore (eds), *Racism: Essential Readings*

Peter Elmer & Ole Peter Grell (eds), *Health, disease and society in Europe, 1500-1800: a source book*

Charles A. Gallagher, *Rethinking the Color Line: Readings in Race and Ethnicity*

Barbara Harlow and Mia Carter (eds), *Imperialism and Orientalism: a documentary sourcebook*

Roxy Harris and Ben Rampton (eds), *Language, ethnicity and race reader*

Paula S. Rothenberg, *White Privilege: Essential Readings on the Other Side of Racism*

Patrick Williams and Laura Chrisman (eds), *Colonial Discourse and Post-Colonial Theory: a Reader*

FURTHER READING LIST**Week 1**

Alexander and Halpern (eds), *Racializing Class, Classifying Race*

Theodore W. Allen, *The Invention of the White Race*

George Fredrickson, *Racism: a Short History*

Ivan Hannaford, *Race: the history of an idea in the West*

James C. King, *The Biology of Race*

Ashley Montagu (ed), *The Concept of Race*

Paul C. Taylor, *Race: a philosophical introduction*

Week 2

David B. Abernethy, *The dynamics of global dominance: European overseas empires, 1415-1980*

Nancy P. Appelbaum, (et al). *Race and Nation in Modern Latin America*

Mark Cocker, *Rivers of Blood, Rivers of Gold: Europe's Conflict with Tribal Peoples*

Noble David Cook, *Born to Die: Disease and New World Conquest, 1492-1650*

Marc Ferro, *Colonization: a global history*

Sven Lindqvist, *Exterminate all the brutes*

G. Heuman and J. Walvin, (eds), *The Slavery Reader*

David Stannard, *American Holocaust: Columbus and the Conquest of the New World*

Week 3

Laurent Dubois, *A Colony of Citizens Revolution and Slave Emancipation in the French Caribbean, 1787-1804*

Sibylle Fischer, *Modernity Disavowed: Haiti and the Cultures of Slavery in the Age of Revolution,*

- John D. Garrigus, "Redrawing the Color Line: Gender and the Social Construction of Race in Pre-revolutionary Haiti," *Journal of Caribbean History*, 1 & 2, 1996: 28-50
- David Patrick Geggus, *Haitian Revolutionary Studies*
- D. Geggus, (ed), *The Impact of the Haitian Revolution in the Atlantic World*
- Darcy Grimaldo Grigsby, *Extremities: Painting Empire in Post-Revolutionary France*
- Felicity A. Nussbaum, (ed), *The global eighteenth century*
- S. Peabody and T. Stovall, (ed), *The color of liberty: histories of race in France*
- S. Peabody, *There are no slaves in France: the political culture of race and slavery in the Ancien Regime*
- Martin Staum, *Labeling people: French scholars on society, race, and empire, 1815-1848*

Week 4

- Tudor Parfitt, "The Use of the Jew in Colonial Discourse" in Ivan Davidson Kalmar and Derek J. Penslar (eds) *Orientalism and the Jews* (Lebanon: Brandeis University Press, 2005): 51-67 and 233-236.
- Anna Sapir Abulaifa, *Religious violence between Christians and Jews: medieval roots, modern perspectives*
- Zoltan Barany, *The East European gypsies: regime change, marginality, and ethnopolitics*
- Paolo Bernardini and Norman Fiering, (eds), *The Jews and the expansion of Europe to the west, 1450 to 1800*
- Peter R. Erspamer, *The Elusiveness of Tolerance The "Jewish Question" from Lessing to the Napoleonic Wars*
- Jonathan Frankel and Steven J. Zipperstein, (eds), *Assimilation and community: the Jews in nineteenth-century Europe*
- Ole Peter Grell and Roy Porter, (eds), *Tolerance in Enlightenment Europe*
- Bernard Lewis, *Cultures in conflict: Christians, Muslims, and Jews in the age of discovery*
- Paul Mendes-Flohr and Jehuda Reinharz, (eds), *The Jew in the Modern World: a Documentary History*
- Jehuda Reinharz and Walter Schatzberg, (eds), *The Jewish response to German culture: from the enlightenment to the Second World War*

Week 5

On Australia:

- Warwick Anderson, *The Cultivation of Whiteness: Science, Health and Racial Destiny in Australia*
- Alan Atkinson, *The Europeans in Australia: a History* (Vol. 1)
- Bain Attwood and S.G.Foster (eds), *Frontier Conflict: The Australian Experience*
- Tony Ballantyne, *Orientalism and race: Aryanism in the British Empire*
- Tony Barta, 'Discourses of Genocide in Germany and Australia: A Linked History', *Aboriginal History*, 25 (2001), 37-57.
- Patrick Brantlinger, *Dark Vanishings: Discourse on the Extinction of Primitive Races, 1800-1930*
- Andrew Markus, *Australian Race Relations 1788-1993*
- Andrew Markus, *Governing Savages*
- Russell McGregor, *Imagined Destinies: Aboriginal Australians and the Doomed Race Theory, 1880-1939.*
- Moses, A.D. (ed), *Genocide and Settler Society: Frontier Violence and Stolen Indigenous Children in Australian History*
- Henry Reynolds, (ed), *Dispossession: Black Australians and White Invaders*
- Henry Reynolds, (ed), *Aborigines and settlers: the Australian experience, 1788-1939*
- Henry Reynolds, *An indelible stain? the question of genocide in Australia's history*
- Colin Tatz, *With Intent to Destroy: Reflecting on Genocide*
- Michael Mann, *The Dark Side of Democracy*, see ch. 4.

On the Pacific:

- Stephanie Anderson, "French Anthropology in Australia, the first fieldwork expedition", *Aboriginal History*, Volume 25, 2001, 228-242.
- I.C. Campbell, *Worlds Apart: a History of the Pacific Islands*
- E. H. McCormick, *Omai: Pacific envoy*
- Roy MacLeod and Philip F. Rehbock (eds), *Darwin's laboratory: evolutionary theory and natural history in the Pacific*
- Jane Samson (ed), *British imperial strategies in the Pacific, 1750-1900*
- N. Thomas and D. Losche, (eds), *Double Vision: Art Histories and Colonial Histories in the Pacific*
- Nicholas Thomas, *Discoveries: the voyages of Captain Cook*

Week 6

Trevor Burnard, *Master, Tyranny, and Desire: Thomas Thistlewood and his slaves in the Anglo-Jamaican World*

Ida Blom, Karen Hagemann and Catherine Hall (eds), *Gendered nations: nationalisms and gender order in the long nineteenth century*

Jose F. Buscaglia-Salgado, *Undoing Empire: Race and Nation in the Mulatto Caribbean*

David Cannadine, *Ornamentalism: How the British saw their empire*

Julie Evans, (et al), *Equal subjects, unequal rights: indigenous peoples in British settler colonies, 1830-1910*

Paul Gilroy, "There ain't no black in the union jack" the cultural politics of race and nation

Catherine Hall, *Civilizing Subjects: metropole and colony in the English imagination, 1830-1867*

Gad Heuman, *Killing Time: the Morant Bay Rebellion in Jamaica*

Philippa Levine, *Prostitution, Race, and Politics: Policing Venereal Disease in the British Empire*

Ann Laura Stoler and Fredrick Cooper (eds), *Tensions of Empire: Colonial Cultures in a Bourgeois World*

Margaret Strobel, "Gender and Race in the Nineteenth and Twentieth Century British Empire", in Bridenthal et al, *Becoming Visible: Women in European History*, pp. 375-396

Philip Wright (ed), *Lady Nugent's Journal of Her Residence in Jamaica from 1801 to 1805*

Week 7

Alison Bashford, *Imperial Hygiene: a critical history of colonialism, nationalism and public health*

Alison Bashford, *Purity and Pollution: Gender, Embodiment and Victorian Medicine*

John Dupré, *Darwin's legacy: what evolution means today*

John Efron, *Defenders of the Race: Jewish Doctors and Race Science in Fin-de-Siècle Europe.*

Stephen Jay Gould, *Mismeasure of Man*

Joseph Graves, *The Emperor's New Clothes: Biological Theories of Race at the Millennium*

Sandra Harding (ed), *The Racial Economy of Science*

Timothy Shanahan, *The evolution of Darwinism: selection, adaptation, and progress in evolutionary biology*

P. Shipman, *The evolution of racism: Human differences and the use and abuse of science.*

Carolyn Strange and Alison Bashford (eds), *Isolation: places and practices of exclusion*

Week 8

Antoinette Burton (ed), *After the Imperial Turn: thinking with and through the Nation*

Frantz Fanon, *White Skin, Black Masks*

Nicholas Gillham, *A Life of Sir Francis Galton: from African Exploration to the Birth of Eugenics*

Neil Macmaster, *Racism in Europe, 1870-2000*

Jyoti Puri, *Encountering nationalism*

N. Reingold and M. Rothenberg (eds), *Scientific Colonialism: A Cross Cultural Comparison*

Walter Rodney, *How Europe Underdeveloped Africa*

W. D. Smith, *The German Colonial Empire*

Benedikt Stuchtey (ed), *Science across the European Empires 1800-1950*

George Yancy, (ed), *What white looks like: African-American philosophers on the whiteness question*

Robert Young, *White Mythologies: Writing History and the West*

Susanne Zantop (et al), *The Imperialist Imagination: German Colonialism and its legacy*

Week 9

Elizabeth Edwards (ed), *Anthropology and Photography, 1860-1920*

Michael Foucault, *The Order of Things: An Archaeology of the Human Sciences*

Stuart Hall (ed), *Representation: cultural representations and signifying practices*

Eleanor M. Hight and Gary D. Sampson (eds), *Colonialist Photography: Imag(in)ing Race and Place*

Claude Levi-Strauss, *The Savage Mind*

Anne Maxwell, *Colonial photography and exhibitions: representations of the 'native' and the making of European identities*

H. Glenn Penny, *Objects of Culture: Ethnology and Ethnographic Museums in Imperial Germany*

James R. Ryan, *Picturing Empire: Photography and the Visualization of the British Empire*

George W. Stocking, *Race, Culture and Evolution: Essays in the History of Anthropology*

Andrew Zimmerman, *Anthropology and Antihumanism in Imperial Germany*

Week 10

- Mark B. Adams, (ed), *The Wellborn science: eugenics in Germany, France, Brazil, and Russia*
- Elazar Barkan, *The Retreat of Scientific Racism: Changing Concepts of Race in Britain and the United States between the world wars*
- Manfred Berg and Geoffrey Cocks, (eds), *Medicine and modernity: public health and medical care in nineteenth- and twentieth-century Germany*
- Troy Duster, *Backdoor to Eugenics*
- Marouf A. Hasian, *The Rhetoric of Eugenics in Anglo-American Thought*
- Stefan Kuehl, *The Nazi Connection: Eugenics, American Racism, and German National Socialism*
- Paul Weindling, *Health, Race, and German Politics between National Unification and Nazism, 1870-1945*
- Sheila Weiss, *Race hygiene and national efficiency: the eugenics of Wilhelm Schallmayer*

Week 11

- Michael Burleigh and Wolfgang Wippermann, *The Racial State: Germany, 1933-1945*
- Charles F. Delzell (ed), *Mediterranean fascism, 1919-1945*,
- Claudio Fogu, *The historic imaginary: politics of history in Fascist Italy*
- Uli Linke, *Blood and Nation: the European Aesthetics of Race*
- G. M. Morant, *The Races of Central Europe: a Footnote to History*
- A. Dirk Moses, "Conceptual Blockages and definitional dilemmas in the racial century: genocides of indigenous peoples and the Holocaust", *Patterns of Prejudice*, Vol. 36, No. 4, 2002: 7-36.
- George L. Mosse, (ed), *Nazi Culture: Intellectual, Cultural and Social Life in the Third Reich*
- George L. Mosse, *Toward the Final Solution: a History of European Racism*
- Stanley G. Payne, *A history of Fascism, 1914-1945*
- Benjamin A. Valentino, *Final solutions: mass killing and genocide in the twentieth century*
- Richard Weikart, *From Darwin to Hitler: evolutionary ethics, eugenics, and racism in Germany*
- Eric D. Weitz, *A Century of Genocide: Utopias of Race and Nation*