



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS**

**HISTORY PROGRAMME**

**HIST 236**

**2011 TRIMESTER 1**

**HIST 236: RACE AND RACISM IN MODERN EUROPEAN HISTORY**

**CRN 11172**

**TRIMESTER 1 2011**

28 February to 2 July 2011

**Trimester dates**

Teaching dates: 28 February to 3 June 2011

Mid-trimester break: 18 April to 1 May 2011

Study week: 6–10 June 2011

Examination/Assessment period: 10 June to 2 July 2011

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Teaching Staff**

**Lecturer:** Dr. Simone Gigliotti (Course Coordinator)

**Room:** OK 505

**Phone:** 04 463 6775

**Email:** [simone.gigliotti@vuw.ac.nz](mailto:simone.gigliotti@vuw.ac.nz)

**Office Hours:** Wednesday, 1.10 – 2.00pm

**Course Times & Locations**

**Lecture Times:** Tuesdays, 2.10-4.00pm (There are 2 x fifty-minute lectures, with a ten-minute break between the lectures from 3.00-3.10pm). Lectures commence in Week 1 of the course, namely on Tuesday 1 March.

**Venue:** MCLT 102 (Maclaurin Building)

**Tutorials:** Tutorials begin in Week 2 of the course (9 March). Tutorial sign-up sheets will be distributed in the first lecture. Students will be advised via email and Blackboard of their tutorial time by no later than Friday March 4, 5pm. The available times are:

- Wednesday, 11.00 -11.50am, MY 303
- Wednesday, 2.10-3.00pm, KK 106
- Wednesday, 3.10-4.00pm, 24 KP Room 201
- Thursday, 2.10-3.00pm OK 501
- Thursday, 3.10-4.00pm KK 203

**Tutor 1:** Simone Gigliotti (details as above for Lecturer)

**Tutor 2:**

Sam Ritchie ([sam.ritchie@vuw.ac.nz](mailto:sam.ritchie@vuw.ac.nz))

Office Hour: Wednesday 4.10-5.00pm, Office location: OK 409

Tel: 04 463 6759 (call during office hours only)

**Course delivery**

The course is delivered through lectures and tutorials. You are expected to regularly attend both. The lecturer expects that students will refrain from using cell phones and other portable devices during lectures and tutorials. Laptops are acceptable for note-taking only in lectures and are not permitted in tutorials.

**Communication of additional information**

This course uses Blackboard to communicate information about lectures, tutorials and assessment. Please ensure that you have activated your myvuw.ac.nz account to receive these updates. 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. Lecture outlines (text only; no images or maps are reproduced on Blackboard) are made available to students at 9am on the Monday preceding the lectures.

**Course content**

This course examines the concept of race, the origins of racial thinking and the practice of racial intolerance and persecution in Europe and its colonies from 1750 to 1950. Emphasis will be given to the meanings of race through its codes: class, colour, culture, and community, and the implications of these codes for the negotiation of self, group and national identities in the construction of racial and ethnic 'types' in a range of discourses. This theoretical background will be illuminated with selected examples of race-based politics and nation-making projects, imperialism, racial science, biological racism, and ethnic cleansing, and the responses of colonised and persecuted groups to these historical practices in Europe, the British and French Caribbean, and Africa.

**Learning objectives**

*Students completing the course should be able to demonstrate:*

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

**Graduate attributes for History students**

As with all HIST courses, learning objectives of this course contribute to the attainment of the following specific attributes for History graduates: critical thinking, creative thinking, communication, and leadership. For more information, see:

- 2: Use library print and online resources efficiently and constructively
- 3: Strengthen learning through collegial interchange

*Leadership*

- 1: Pursue and manage independent research
- 2: Develop critical citizenship
- 3: Develop confidence through public speaking
- 4: Strengthen decision-making capabilities

*Other*

- 1: Understand the development of the historical discipline

For more details please consult our website: <http://www.victoria.ac.nz/hppi/subjects/hist.aspx#Grad-attributes>

### **Expected workload**

In accordance with Faculty of Humanities and Social Science guidelines, the overall workload for this course over twelve weeks is 200 hours in total (almost 17 hours/week). The actual time spent each week on HIST 236 will vary according to the workload, and assessment tasks for this and your other courses. This total number can be calculated into a weekly schedule: for example, attendance at lectures (2 hours/week), attendance at tutorials (1 hour/week), reading the set readings in preparation for tutorials (for example 5 hours/week), conducting research and preparing for and completing your assessment tasks (9 hours/week).

### **Course Reading:**

#### **Essential Texts:**

The **HIST236 book of readings**, which can be purchased from Student notes, is the essential text purchase for this course. All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, while postgraduate textbooks and student notes will be available from the top floor of Vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from Vicbooks on level 3 of the Student Union building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

### **Recommended Background Reading (all books have been placed on three-day or closed reserve in the VUW library)**

Macmaster, N, *Racism in Europe, 1870-2000* (New York, 2001)

Lieberman, B. *Terrible Fate: Ethnic Cleansing in the Making of Modern Europe* (Chicago, 2006)

Moses, A. Dirk (ed), *Empire, Colony, Genocide: Conquest, Occupation and Subaltern resistance in world history* (New York: Oxford, 2008)

Mills, Charles W., *The Racial Contract* (Ithaca, 1997)

Frederickson, George, *Racism: a short history* (Princeton, 2002)

A detailed 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, as outlined below.

- Primary Source Review: due 28 March, 5pm (20% of overall grade); min/max 1500 words
- Research Essay: due 2 May (50% of overall grade); min/max 3500 words
- In-Class test: due 31 May (no more than 1000 words; 30% of overall grade; information about the test and review sheets will be distributed two weeks before the test date).

### **Penalties and late submission of work**

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

*Late Submission:* Students will be penalised for late submission of essays – a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days (weekend days are included). Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. Extensions may be granted in exceptional circumstances (for example, illness, in which cases

presentation of a medical certificate will be necessary, family bereavement, or similar other contingencies), but all extensions require the student to provide documentation. If granted an extension, students must agree to a new due date specified by the course coordinator. Contact your tutor as soon as a problem emerges. Extension forms are available in the History Programme office.

*Word limits:* for example, 5% will be deducted from the final grade if the essay is 500 words below the minimum limit. 5% will be deducted from the final grade if the essay is 500 words above the maximum limit. (students must provide a word count of the body of the essay, not footnotes/endnotes and bibliography).

*Final date:* Note that **Friday 3 June 2011** is the final date on which any written work can be accepted by the Programme, because this is the date on which we must certify whether students have met the course requirements. The provision for late submission with penalty does not apply beyond this 3 June date.

### ***Mandatory course requirements***

To gain a pass in this course each student must:

- a) Submit the written, assessable 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 7 out of 10 tutorials.

Faculty guidelines permit you to miss up to 25% of tutorials without penalty. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious personal crisis.

PLEASE NOTE: There is no provision for make-up exercises in this course to compensate for additional absences. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

### **Return of assessed work**

In HIST 236, assignments will be returned in the following manner:

- The lecturer will advise students when essays and tests will be returned, via Blackboard and class announcements. Usually, the return date will be between two and three weeks after the assignment's due date.
- The first point of return is during lectures. The lecturer will then distribute uncollected work in tutorials.
- Thereafter, essays will be available at the History Office for collection up until the final teaching week. Students may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2 and 3pm from Monday to Friday and must show their Student ID card before collection.

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, tutors and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Statement on legibility**

Students are expected to type submitted work, and write clearly in in-class tests. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

### **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

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

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **Use of Turnitin**

To preserve academic integrity, I reserve the right to ask students for work submitted for assessment in HIST 236 to be submitted for vetting to the website [www.turnitin.com](http://www.turnitin.com). Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

### **Where to find more detailed information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcademic](http://www.victoria.ac.nz/home/about_victoria/avcademic).

<b>DETAILED Assessment requirements:</b>
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The course is internally assessed with three written pieces, as outlined below.

- Primary Source Review: due 28 March, 5pm (20% of overall grade); min/max 1500 words
- Research Essay: due 2 May (50% of overall grade); min/max 3500 words
- In-Class test: due 31 May (no more than 1000 words; 30% of overall grade; information about the test and review sheets will be distributed two weeks before the test date).

<b>Assessment I: Primary Source Document Review</b>
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**Length:** 1500 words. **Weight:** 20% of the overall grade.

**Due date:** Monday 28 March, 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 for uploading to turnitin.com during the marking process.

**Late Work:** Penalties in accordance with History Programme regulations.

The documents below represent a variety of historical and contemporary perspectives on exploration, toleration of difference, nations, classification of races, and human origins.

**Instructions:** Choose **ONE** of the following primary source documents below, read and print it, and write a critical review of it. Your review should not be submitted as questions and answers or in bullet points, but rather as a structured piece of writing with an introduction, body, and conclusion. Your critical review should include reference to the following:

1. Introduce and identify the document. (What kind of document is it, who wrote it? For example, year of publication/production and author. Some information should be on the document, but you will have to authenticate this information and do further research);
2. Outline the historical context of its production/publication/exhibition and its purpose; (you are advised to do library research and reading to place the document in its proper historical context);
3. What are the main themes of the document?
4. What is the utility of this document?

**Documents:**

A/. The Edict of Expulsion of the Jews (1492):

<http://www.sephardicstudies.org/decreed.html>

B/. The Expulsion from Spain, 1492 CE:

<http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html>

C/. *Le Code Noir* (The Black Code) 1687:

[http://thelouvertureproject.org/index.php?title=Le\\_Code\\_Noir](http://thelouvertureproject.org/index.php?title=Le_Code_Noir)

D/. God's Image in Ebony - Toussaint L'Overture (1854):  
[http://thelouvertureproject.org/index.php?title=God%27s\\_Image\\_in\\_Ebony\\_-\\_Toussaint\\_L%27Overture](http://thelouvertureproject.org/index.php?title=God%27s_Image_in_Ebony_-_Toussaint_L%27Overture)

E/. Herbert Spencer, "Progress: Its Law and Cause", (1857):  
<http://www.fordham.edu/halsall/mod/spencer-darwin.html>

F/. Charles Darwin, "On the Origin of Species," Excerpt, Chapter 3: "The Struggle for Existence" (1859): 71-90: <http://www.blackwellpublishing.com/ridley/classic texts/darwin1.pdf> (Also uploaded into Blackboard > Assignments > Assessment 1 (Document Review Sources).

G/. UNESCO Statement on Race and Racial Prejudice (1978):  
[http://portal.unesco.org/en/ev.php-URL\\_ID=13161&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13161&URL_DO=DO_TOPIC&URL_SECTION=201.html)

H/. American Anthropological Association, Statement on "Race:" (May 17, 1998): <http://www.aaanet.org/stmts/racepp.htm>

### **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".
- **This task must be typed.**
- The text word count is **2000 words** and this is EXCLUSIVE of footnotes and bibliography. A **word count** of the text only to be added at the end of your essay.
- A **bibliography** is required divided into primary and secondary sources (NB: you should also list the source you have selected).
- **Please consult** "Writing History Essays" for correct citation convention. A copy of it has been uploaded into Blackboard under "Course Materials".

### **Learning Objectives:**

- To develop critical thinking and reasoning about the interpretation of a specific document in racial thought
- To evaluate your comprehension and utilization of primary and where relevant, secondary sources, in research and writing a historically and critically informed review;
- To achieve a critical awareness of the problems and complexities of sources and the uses to which they have been put;
- To improve your awareness of the diversity of racial thought and philosophy.

### **Marking Criteria:**

- Ability to correctly identify the background context and purpose of the source;
- Judicious and coherent structure of the review;
- Display of scholarly writing, and integration of supporting material into the review;
- Judicious balance of description and interpretation, and display of reason and insight;
- Evidence of engagement with library databases for retrieval and use of relevant journal articles to assist in the contextualisation of the document;
- Clear and complete sentence composition;
- Adherence to technical aspects of the essay: coherence, spelling, punctuation, grammar, paragraph use to display argument development, and following of correct citation convention.

<b>Assessment II: Research Essay</b>
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- Length:** 3,500 words (**exclusive** of footnotes OR endnotes AND bibliography).  
**Value:** 50% of overall grade  
**Due date:** **Monday 2 May, 5pm.** OK 405, History Office. This is the version that WILL be marked, and penalised if it is late. I reserve the right to ask for an electronic copy of your essay.  
**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 4 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 4 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 Programme 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.

#### **Learning Objectives:**

- To assist in the furthering of knowledge in a chosen topic or theme in the history of racial thought and experience of racism;
- To developed a critical and mature use of primary and secondary sources;
- To build on previous experience in writing history essays through sustained thought, writing, and comprehensive engagement with historical events and their historiography;

#### **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 evidence and 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 or your tutor if you are having trouble with the question or locating relevant sources.
5. NB: Online "research" except for retrieving relevant journal articles from VUW databases, is strongly discouraged. Websites included as research "sources" must be emailed to your tutor for their approval. Use of websites without such approval will be penalised at the rate of 2% per citation.

**ESSAY TOPICS: Choose ONE of the following questions**

"Sources" refer to the list in "Further Reading" which can be found at the end of this guide. 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 in advance of the submission.

1. In what ways does the word "discovery" present a one-sided perspective on the impact of European contact and colonisation in the New World? Sources: begin with week 2 readings.
2. What criteria were used to judge racial differences of peoples in nineteenth century Enlightenment philosophy? Sources: Begin with week 3 readings.
3. What were the causes and impact of biological anti-Semitism on Jews in 19<sup>th</sup> century Europe? Answer with reference to one country: Germany OR France. Sources Begin with week 4 readings.
4. In what ways did religious and racial intolerance motivate the expulsion of Jews OR Muslims from Spain?
5. In what ways did settlers' encounters with Aboriginal communities in colonial Australia reflect a "genocidal mentality"? Restrict your response to one colony, state or region. Sources: begin with week 5 readings.
6. In what ways was the slave experience in the Caribbean a "social death"? Sources: begin with week 6 readings and restrict your answer to ONE British or French colony.
7. To what extent did enslaved women have voice and agency on plantations in the Caribbean? Sources: Begin with week 6 readings.
8. Discuss how violence was used by colonial administrators to enforce racial and social hierarchies in ONE colonial context. You might choose from colonies in Australia, Caribbean or Africa, and a discrete time frame.
9. In what ways was the interwar period in Germany (1919-1939) critical to the development of race science? Sources: begin with week 7 readings.
10. In what ways was visual culture in the nineteenth century (films, photography, art, advertising) complicit in the production of racial stereotypes? Answer with reference to ONE ethnic group.
11. To what extent is Darwin's *The Voyage of the Beagle* a landmark commentary on the fate of indigenous, colonised peoples? Sources: begin with week 7 readings.
12. Why does *On the Origin of Species* remain a source of both insight and controversy? Sources: begin with week 7 readings.

13. In what ways did European photography construct visual “types” or “profiles” of indigenous groups from 1860 to 1920? Sources: Begin with week 9 readings.
14. In what ways did the development on anthropology as a discipline in Great Britain impact on racial science in that country? Sources: begin with week 7 readings.
15. What were the main problems faced by European immigrants in their adaptation to society, culture and work in United States in the period from the 1880s to the late 1920s? Sources: begin with week 10 readings. You might choose to restrict your response to ONE regional or ethnic group such as Germans, Italians, Poles, Jews, and Eastern Europeans, and their migration to one region, such as the East Coast of the US.

### Assessment III: In-Class Test

- **Date: 31 May**, during the lecture time of 2.10-4.00pm (no more than 90 minutes in total)
- Worth: 30% of your grade
- No provision for make-up tests
- The test will comprise short answer and multiple choice questions.
- Written word total will not exceed 1000 words
- Revision tips will be issued two weeks before the test.

#### Learning Objectives

- To assess your ability to interpret and write with concision on themes explored in the course (*see learning objectives 1, 2 and 4*)
- To provide a final forum to explore the consolidation and interpretation of knowledge of major themes of the course
- Provide a forum for students to display their written command of the main issues and topics in race and racism in European history

**HIST 236, Trimester 1, 2011  
LECTURE AND TUTORIAL PROGRAMME**

**Week 1: Introductions and Concepts**

Tuesday 1 March

**Lecture 1:** Overview of the Course, administration and library sources

**Lecture 2:** Locating and Interpreting Primary Sources of relevance to HIST 236

**Week 2: Early colonial encounters: race and culture**

Tuesday 8 March

**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' Colonisation**

- 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**

Tuesday 15 March

**Lecture 5:** Slavery, the Enlightenment and Race

**Lecture 6:** The French Revolution in the colonial Caribbean

**Tutorial theme: the quest for political and racial 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?

**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.

John D. Garrigus, "New Christians/'New Whites': Sephardic Jews, Free people of Color, and Citizenship in French Saint-Domingue, 1760-1789" in *The Jews and the expansion of Europe to*

*the west, 1450 to 1800*, eds. Paolo Bernardini and Norman Fiering. (New York: Berghahn Books, 2001): 314-332

**Week 4: Construction and Persecution of Minorities**

Tuesday 22 March

**Lecture 7:** Ethnicity, Race and Violence

**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.

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

Tuesday 29 March

**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 colonial 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**

Tuesday 5 April

**Lecture 11:** Empire, Race and Subjugation: the British in the Caribbean

**Lecture 12:** Film: *Sugar Slaves* (Australia, 1995)

**Tutorial Theme: Plantation lives: the experience of slaves in 18<sup>th</sup> century 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.

Diana Paton, “Punishment, Crime, and the Bodies of Slaves in Eighteenth-Century Jamaica,” *Journal of Social History*, Volume 34, No. 4 (2001) 923-954

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.

**Week 7: Foundations of the ‘Racial Century’**

Tuesday 12 April

**Lecture 13:** The Science of “Race”: Charles Darwin and his philosophies

**Lecture 14:** 1850-1920: Distilling ‘racial science’ (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

Diane B. Paul and James Moore, “The Darwinian Context: Evolution and Inheritance” in Alison Bashford and Philippa Levine (eds), *The Oxford Handbook of the History of Eugenics* (New York: Oxford University Press, 2010): 27-42.

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.

**Easter and Mid-Trimester Break, 18 April – 1 May**

**Week 8: Nations, Imperialism, and Racial Stress**

Tuesday 3 May

**Lecture 15:** Making the Nation, making the European citizen.

**Lecture 16:** Imperialism and Race: the late 19<sup>th</sup> 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 100<sup>th</sup> 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.

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

**Week 9: Viewing Empire: home and abroad**

Tuesday 10 May

**Lecture 17:** Exploration and Travel Narratives: gendered narratives and racialized encounters

**Lecture 18:** Anthropology and Photography: extending the representational boundaries

**Tutorial theme: Visualising Difference: Narrative, display, and image**

**Essential Reading:**

Philippa Levine, “States of Undress: Nakedness and the Colonial Imagination,” *Victorian Studies* (Vol. 50, No. 2, Winter 2008): 189-219.

- We will browse some websites in class with images of indigenous peoples and analyse them in relation to Levine’s article.

**Week 10: Comparative Eugenics movements in the Interwar Period**

Tuesday 17 May

**Lecture 19:** Race hygiene and sterilisation in the interwar period

**Lecture 20:** Interwar anxieties: degeneration and eugenics in Europe and the US; Recommended film: *Homo Sapiens 1900*

**Tutorial theme: Classifying Difference: Race Science and Eugenics**

- What factors shaped the introduction citizenship controls in the US?

**Essential Reading**

John Efron, "German Race Science: The Jew as Essential Other," *Defenders of the Race: Jewish Doctors and Race Science in Fin-de-Siècle Europe* (New Haven; London: Yale University Press, 1994). 13-32 and 183-185.

Judy Scales-Trent, "Racial Purity Laws in the United States and Nazi Germany: The Targeting Process", *Human Rights Quarterly*, Volume 23, Number 2, May 2001, pp. 260-307.

Véronique Mottier, "Eugenics and the State: Policy-Making in Comparative Perspective, in Alison Bashford and Philippa Levine (eds), *The Oxford Handbook of the History of Eugenics* (New York: Oxford University Press, 2010): 134-153.

**Week 11: Blood, Nation and Threat: 'Master' and inferior races in Nazi Germany**

Tuesday 24 May

**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: Race and Politics in Nazi Germany**

- 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" (30<sup>th</sup> 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.

Aristotle A. Kallis, "Racial Politics and Biomedical Totalitarianism in Interwar Europe," in Marius Turda and Paul J. Weindling (eds), *Blood and Homeland: Eugenics and Racial Nationalism in Central and Southeastern Europe, 1900-1940* (Budapest; New York: Central European University Press, 2007): 389-415.

**Week 12: Final Week: In-Class Test**

Tuesday 31 May

**Lectures 23-24:** Assessment III: Compulsory in-class review test, (no more than 90 minutes, during the usual lecture times of 2.10-4.00pm)

**No tutorials in the final week, no readings. Your only commitment this week is the in-class test.**

## RESEARCH MATERIALS FOR RACE AND RACISM

### *Digital Archives and websites of Interest:*

The Abolition Project: <http://abolition.e2bn.org/index.php>

Atlantic Slave Trade and Slave Life in the Americas: a Visual Record

<http://hitchcock.itc.virginia.edu/Slavery/index.php>

Digital History, Web Resources: <http://www.digitalhistory.uh.edu/>

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

Historical Maps of Europe: <http://www.euratlas.net/history/europe/index.html>

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

Is Race Real? (Social Science Research Council, US): <http://raceandgenomics.ssrc.org/>

Race in Science: <http://www.racesci.org/home.html>

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

Slave Voyages: <http://www.slavevoyages.org/tast/index.faces>

Slavery, Abolition & Social Justice: <http://www.slavery.amdigital.co.uk/Default.aspx>

Time Frames (NZ): [http://find.natlib.govt.nz/primo\\_library/libweb/action/search.do?vid=TF](http://find.natlib.govt.nz/primo_library/libweb/action/search.do?vid=TF)

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

### *VUW Library online links to:*

- History Resources: <http://www.victoria.ac.nz/library/resources/online/bysubjectarea/history.html>
- Anthropology Resources: <http://www.victoria.ac.nz/library/resources/online/bysubjectarea/anthropology.html>

## 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

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 Frederickson, *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 Abulafia, *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), *Toleration 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 Cannandine, *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*