

Dr. Supriya Goswami
CULP 213-10
CRN: 18577
M-R 10:45am-12:45pm
Summer 2021
Virtual Office Hours: By appointment
Email: sg1334@georgetown.edu

After Empire: Culture, Politics, and Society

The statue of a 17th-century slave trader, Edward Colston, toppled in Bristol, by BLM protesters, in the spring of 2020, sparked a global conversation about Britain's attitudes to race, slavery, identity, empire, and belonging. This has also led to a renewed debate about the moral and ethical underpinnings of British and other European empires as well as highlighted the complex and interconnected legacies that were left behind around the world, from Cape Town to Washington, DC. For example, the impeachment trial of Warren Hastings, the British Governor-General of India, by the House of Lords in the late 18th century was cited as a precedent during the 2021 impeachment deliberations in the United States Senate. In this class, we use an interdisciplinary lens of theoretical readings, literature, and film, along with sources such as historical documents, print media, documentaries, and oral histories to consider the complex cultural, political, and economic legacies of colonialism that continue to shape global societies to this day.

Texts

All Readings/Texts will be made available on Canvas

Films (via Share Stream on Canvas)

Earth
Bend it Like Beckham
Four Feathers

Documentaries (posted on Canvas)

Portillo's Empire Journey (4 episodes)

Grading and Assignments

CLASS PARTICIPATION (15%): Regular and informed participation is a key component of this class. This means coming to class prepared to express your ideas about the assigned texts and to respond thoughtfully to the opinion of others. You should aim to express your opinion at least TWICE in each class meeting.

NEWS AND VIEWS (10%): As we are using news sources such as *The Guardian* for this class, you are encouraged to bring in news articles (or news clips) to share with the class which, in

your opinion, reflect the broader themes and issues that we cover during our class discussions. You may make connections to the texts we are reading/viewing on that particular day, or you may comment more generally on how legacies of empire are visible in your selected news item.

CLASS PRESENTATION (15%): You will be required to make a brief oral presentation in class.

IN-CLASS FINAL EXAM (30%): There will be ONE exam during class time on 7/8.

WEEKLY RESPONSE PAPERS (30%): Each **Thursday, by midnight EST**, you are expected submit a typed response (500 words) to something you found interesting in any of the assigned texts for week. The aim of this assignment is to encourage you to think analytically about the texts that you encounter in this class. **In all, you are required to submit four responses**; the first of these responses is due on 6/10 and the last of these responses is due on 7/1. Your responses can be shared with me via Google docs (email: sg1334@georgetown.edu) or you can email them to me directly, if you are not using Google docs.

After completing the week's assigned readings, students should consider the following questions when composing their response paragraph:

- 1) Are there any specific quotes/ideas that deserve special attention and/or facilitate close reading?
- 2) What questions did the texts raise?
- 3) What additional materials or examples have you run across that resonate with the texts and topics? Why/how?

Detailed guidelines for all the assignments will be posted on Canvas.

Course Policies

ATTENDANCE: As class discussions are integral to the development of critical thinking about our topic, attendance is mandatory (unless, of course, you have a valid reason for missing class). If you miss a class for any reason, please let me know (via email) beforehand.

LATE PAPERS/ASSIGNMENTS: I will expect all assignments to be completed on time. However, given the pandemic, I am willing to be flexible IF you have a valid reason for not submitting your paper/assignment on time. Do keep in mind that a missing assignment will affect your overall grade.

DAILY READINGS: All readings should be completed prior to the assigned date listed on the syllabus, unless stated otherwise. Please view the 3 films during class time on the assigned days. **Readings are subject to change; any new texts will be announced in class and made available to students on Canvas.**

SEEK TO CLARIFY ANY WORD OR CONCEPT THAT YOU HAVE TROUBLE UNDERSTANDING: You will be reading and watching texts that will have words, concepts, and

ideas that may be new to you. Do not hesitate ask me for an explanation or clarification during our class discussions.

CANVAS: I will be using Canvas to post guidelines for all the assignments and other course materials, including additional readings, for this class. I will also use Canvas Announcements to communicate any information about this class. **Please check Canvas regularly.**

COMMUNICATION WITH THE PROFESSOR: Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. Check the syllabus and/or Canvas Announcements before sending your email to be sure that your question has not already been addressed in the syllabus or announcements.

CITATION: Any information, arguments, or data used by students in their work should be properly cited and credited. Information about the three main citation styles (Chicago, MLA, and APA) can be found on the web. The following UC Berkeley library webpage contains useful links to Chicago, MLA, and APA style guides:

<http://www.lib.berkeley.edu/instruct/guides/citations.html>.

GRADING RUBRIC: A 93-100; A- 92-90; B+ 89-87; B 86-83; B- 82-80; C+ 79-77; C 76-73; C- 72-70; D+ 69-67; D 66-60; F <60

Reading Schedule

Week 1

M 6/7 Introductions;

Krishan Kumar, "Nations after Empire";

Niall Ferguson, "Introduction," (*Empire*);

Chimamanda Ngozi Adichie, "The Danger of a Single Story":

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story;

Afua Hirsch, "The system isn't broken. It was built this way":

<https://www.youtube.com/watch?v=az8-sEa8Fk0>

THEORIES OF EMPIRE

T 6/8 Aimé Césaire, "Discourse on Colonialism";

Frantz Fanon, *Black Skin, White Masks* (excerpts);

Charles S. Maier, "Empire's Past... Empire's Future"

W 6/9 Benedict Anderson, "Census, Map, Museum";

Mary Louise Pratt, *Imperial Eyes* (excerpts);

Michel Foucault, "Society Must Be Defended";

Anne McClintock, "The Angel of Progress: Pitfalls of the Term "Post-Colonialism" & "Imperial Ghosting and National Tragedy: Revenants from Hiroshima and Indian Country in the War on Terror"

UNITED STATES

- R 6/10 *Portillo's Empire Journey* (United States & Canada):
<https://www.youtube.com/watch?v=1YIBhWP6ai4>
Jamie Raskin, "Impeachment of Warren Hastings":
<https://www.youtube.com/watch?v=SgjVflRPFA8>
William Dalrymple on Afghanistan (*The Guardian*):
<https://www.theguardian.com/books/2013/jan/19/return-king-william-dalrymple-extract>;
Kris Manjapra (*The Guardian*):
<https://www.theguardian.com/news/2020/oct/06/long-fight-for-slavery-reparations-evanston-chicago>; OR podcast version:
<https://www.theguardian.com/news/audio/2021/feb/08/how-the-long-fight-for-slavery-reparations-is-slowly-being-won-podcast>
David Coates, "The Anglo-American condition and its resolution";
Duncan Bell, "The Project for a New Anglo Century: Race, Space, and Global Order"

Week 2

AFRICA

M 6/14 Watch *Four Feathers* (film)

T 6/15 Discussion on *Four Feathers*;
Uoldelul Chelati Dirar, "Colonialism and the Construction of National Identities: The Case of Eritrea";
Darryl C. Thomas, "Between Hegemony and Empire: Africa and the U.S. Global War against Terrorism"

W 6/16 CONGO, NIGERIA & KENYA:

Joseph Conrad, "An Outpost of Progress": <http://www.online-literature.com/conrad/184/>;
"Congo in Conversation" (picture essay):
<https://www.theguardian.com/artanddesign/2020/nov/23/congo-in-conversation-a-collaborative-chronicle>;
Mwazulu Diyabanza, "I steal from museums":
<https://www.theguardian.com/lifeandstyle/2020/nov/20/experience-i-steal-from-museums>
Chinua Achebe, "Girls at War";
"Biafra at 50": <https://www.bbc.com/news/av/world-africa-40507324>
Ngugi, "Goodbye Africa";
Interview with Caroline Elkins: <https://www.youtube.com/watch?v=O-Q3t2jl7zQ>

R 6/17 *Portillo's Empire Journey* (South Africa):

<https://www.youtube.com/watch?v=s19000faFsw>

Short stories and poems posted on Canvas

Week 3

AUSTRALIA & THE SOUTH PACIFIC

M 6/21 Stories and poems posted on Canvas;

Australia's "Stolen Generations":

<https://australianstogether.org.au/discover/australianhistory/stolen-generations>

SOUTH ASIA

T 6/22 *Portillo's Empire Journey* (India):

<https://www.youtube.com/watch?v=uHvcmyiz8pc>

Sashi Tharoor, "Britain Does Owe Reparations":

<https://www.youtube.com/watch?v=mCgBQFhQGf0>;

William Dalrymple, "The East India Company":

<https://www.theguardian.com/world/2015/mar/04/east-india-company-original-corporate-raiders>; OR podcast version:

<https://www.theguardian.com/news/audio/2015/apr/10/india>

W 6/23 Watch *Earth* (film);

Explore (for at least 10 minutes) the website of the Partition Museum:

<https://www.partitionmuseum.org/>

R 6/24 Discussion on *Earth*; Yasmin Khan on Partition:

<https://www.theguardian.com/world/2017/aug/05/partition-70-years-on-india-pakistan-denial>;

Week 4

CARIBBEAN

M 6/28 *Portillo's Empire Journey* (Jamaica):

<https://www.youtube.com/watch?v=0uKhTITeabI>

Jamaica Kincaid, "On Seeing England for the First Time";

Kris Manjappa (*The Guardian*):

<https://www.theguardian.com/news/2018/mar/29/slavery-abolition-compensation-when-will-britain-face-up-to-its-crimes-against-humanity>; OR podcast version:

<https://www.theguardian.com/news/audio/2018/jun/15/when-will-britain-face-up-to-its-crimes-against-humanity-podcast> ;

Sir Hilary Beckles' speech on

reparations: <https://caricom.org/address-delivered-by-professor-sir-hilary-beckles-chairma>

[n-of-the-caricom-reparations-commission-house-of-commons-parliament-of-great-britain-committee-room-14-thursday-july-16-20/;](https://www.theguardian.com/uk-news/2019/jun/16/windrush-scandal-the-long-betrayal-archived-documents-david-olusoga)

David Olusoga, “Windrush: archived documents show the long betrayal”:

<https://www.theguardian.com/uk-news/2019/jun/16/windrush-scandal-the-long-betrayal-archived-documents-david-olusoga>

MIDDLE EAST & NORTH AFRICA

T 6/29 An Interview with Edward Said:

https://www.youtube.com/watch?v=yH2T6a_2gBo&feature=related;

Osamah F. Khalil, “The Crossroads of the World”; Michael Gasper, “Why Can’t You Find the Middle East on a Map?”

UNITED KINGDOM

W 6/30 Watch *Bend it Like Beckham* (film)

R 7/1 Discussion on *Bend it Like Beckham*;

Priyamvada Gopal (*The Guardian*):

<https://www.theguardian.com/commentisfree/2021/mar/17/why-cant-britain-handle-the-truth-about-winston-churchill>;

Susanne Grindel, “The End of Empire: Colonial Heritage and the Politics of Memory in Britain”;

Afua Hirsch, “Taking Down Statues Isn’t Erasing History, and I’ll Tell You Why”:

<https://www.youtube.com/watch?v=17bJeJY0dzU>;

Clive Myrie, “The toxic legacy of Britain’s Empire”:

<https://www.bbc.com/reel/playlist/hidden-histories?vpid=p08k1dmt>

Week 5

M 7/5 4TH OF JULY HOLIDAY

FRANCE & PORTUGAL

T 7/6 Margaret A. Majumdar, “The Loss of Empire: French Perspectives”;

Réda Bensmaïa and Jennifer C. Gage, “The War that Haunts France”;

Ana Naomi de Sousa, “How Portugal silenced ‘centuries of violence and trauma’:

https://www.aljazeera.com/features/2021/3/10/how-portugal-silenced-centuries-of-violence-and-trauma?utm_source=pocket-newtab;

Podcast:

<https://www.aljazeera.com/podcasts/2020/10/7/can-portugal-confront-its-racist-history>

W 7/7 Review

R 7/8 IN-CLASS FINAL EXAM

UNIVERSITY POLICIES & SUPPORT SERVICES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions. In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body. I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

Disabilities

Students who require modified instructional procedures or have other special needs should notify me within the first week of classes. Please do not hesitate to contact me and bring an official university note specifying the accommodations you require. You are encouraged to contact the Academic Resource Center (arc@georgetown.edu) in Leavey Center, Suite 335.

This campus office is responsible for reviewing documentation provided by students and determining accommodations in accordance with University policies and the Americans with Disabilities Act (ADA)."

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether

the university is open. If the university is open, this class will meet. If the university is closed, please check your e-mail for a message from me on how we will proceed in that situation. Due dates for assignments submitted through Canvas will not be changed due to campus closings.

Georgetown Honor System

Students are responsible for knowing and following the University Honor System, which can be found at <https://bulletin.georgetown.edu/regulations/honor>.

Support Services

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together this newsletter which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- Academic Resource Center
202-687-8354 | arc@georgetown.edu
- Counseling and Psychiatric Services
202-687-6985
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
(202) 687-4798

Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.].

Please note that University policy requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

- Jen Schweer, MA, LPC, Associate Director of Health Education Services for Sexual Assault Response and Prevention (202) 687-0323 | jls242@georgetown.edu
- Erica Shirley, Trauma Specialist, Counseling and Psychiatric Services (CAPS), (202) 687-6985 | els54@georgetown.edu

More information about reporting options and resources can be found on the Sexual Misconduct Website.

Title IX/Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the Title IX website.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Georgetown Library

If you have a question for a librarian you can go to their ["Ask Us"](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or masters theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the Library's Homepage by using your NetID and password.

Learning Resources

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The Writing Center offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- Refworks is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of

your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).