Tanya Agathocleous

Spring 2016

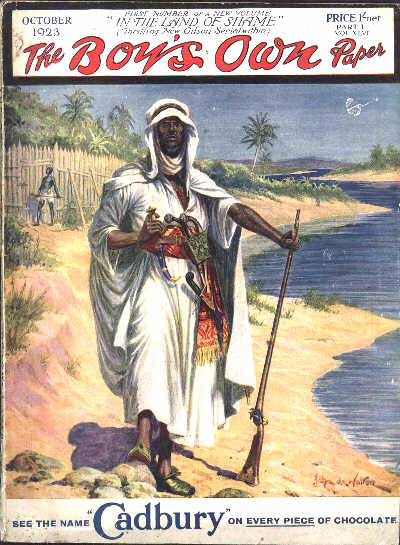
HONS 2011R-01

M/Th 11:10am – 12:25pm

Hunter West 412

THHP Seminar:

Empire & Print Culture



**Course Description:**

This course looks at the relationship between empire and the transnational circulations of texts in the nineteenth century, with a particular focus on the British empire between 1857 and 1945. The British empire relied on military power to maintain control of its territories, but also on the power of print. Bibles, textbooks, literature, maps, periodicals, photographs, and political pamphlets were all important to the way imperial power was justified and administered, as well as to the way it was contested by colonial subjects. While Thomas Macaulay argued that “a single shelf of a good European library [is] worth the whole native literature of India and Arabia” in order to influence educational policy in India, Mohandas Gandhi ran a printing press in South Africa from which he published a protest newspaper *Indian Opinion* and eventually the pamphlet *Hind Swaraj* (*Indian Home Rule*), one of the key texts of Indian nationalism. The course will examine ideas about empire within texts (such as *Jane Eyre*) as well as the role that various kinds of texts and archives played in the governance of empire. It will draw on the disciplines of literature, history, art history and anthropology.

Contact Information

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Office Hours:

Thursday 3:30-5:30

and by appointment

Required Texts:

The following texts are available at Shakespeare & Co. All other texts will be provided in a reader or as a handout. It is a requirement of the course that you bring a hard copy of the text to class on the day we are discussing it. No e-readers or phones!

* Brontë, Charlotte. *Jane Eyre*. Penguin Classics. ISBN 9790141441146
* Kipling, Rudyard. *Kim*. Broadview Press. ISBN 9781551115214

Grade Distribution:

* Participation and In-class writing (20%)
* Mid-term paper 5-8pp (20%)
* Blackboard posts (15%)
* Research Paper proposal (10%)
* Final Research paper (35%)

**NB: All assignments must be completed in order to pass the class**

Course Objectives:

* This is a reading- and writing-intensive course. Students will read a range of primary texts crucial to imperial and literary history, as well as contemporary critical studies of empire from a range of disciplines, including history, anthropology, literature and postcolonial studies.
* In reading primary sources, they will hone their critical thinking skills and their ability to analyze texts in the context of history, as well as in relation to the specificities and intricacies of language, visual culture, and media.
* Students will work on writing over the course of the whole semester and in a variety of forms, from the short close reading assignment to the longer research paper, paying special attention to the question of how to construct a compelling and original thesis and how to use textual support to support this thesis.

Black Board Forum Posts:

This class covers material from a long historical period (roughly a century) and a vast geography—the British empire once covered ¼ of the world’s territories. Since we won’t have time to survey all the historical and contextual material required to fully understand the texts and issues we’ll be engaging, each student will be assigned a short piece of research that will provide the class with some additional background. Please post this material on BB according the schedule I’ll give you. It should consist of approximately one page of writing or bullet points, as well as links to relevant websites—you will also have 5 minutes of class time to summarize the material.

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|  | Schedule of Readings  (Come to class having read the material listed for that date). |
| February 1st | **Introduction**  - Syllabus, expectations, key terms and concepts. |
| February 4th | **Contexts: Orientalism, Imperial history, Imperial ideology**  - Said, from *Orientalism* and *Culture and Imperialism*  - Extracts from *Historical Atlas of the British Empire*  - Cohn, from *Colonialism and its Forms of Knowledge* |
| February 8th | **Education and Empire**  - Macaulay, “A Minute on Indian Education”  - Viswanathan, from *Masks of Conquest* |
| February 11th | *- Jane Eyre*, part 1 |
| February 15th | **NO CLASS**  Presidents’ Day |
| February 18th | *- Jane Eyre*, part 2 |
| February 22nd | - *Jane Eyre*, part 3  - Hofmeyr, from *The Portable Bunyan* |
| February 25th | **Texts in Circulation**  - Gibson, readings from *Anglophone Poetry* |
| February 29th | - Joshi, readings from *Another Country*  - Hofmeyr and Burton, readings from *Ten Books that Shaped the British Empire* |
| March 3rd | *­*Imperial periodicals  - Hofmeyr and Burton, readings from *Ten Books that Shaped the British Empire* |
| March 7th | Anti-colonial periodicals  - Hofmeyr, *Gandhi’s Printing Press* |
| \*\*\*\*March 9th\*\*\*\*\* | 1-3 pm  Field Trip to Fales Rare Book Collection at Bobst Library, NYU |
| March 10th | Field trip discussion  Rough draft workshop |
| March 13th | **Paper 1 DUE** |
| March 14th | **Empire and Visual Culture**  Postcards, panoramas, ads  - McClintock, from *Imperial Leather* |
| March 17th | Painting  - Borer, from *Orientalism and Visual Culture*  - Yeazell, from *Harems of the Mind* |
| March 21st | Photography  - Alloula, from *The Colonial Harem*  *-* Chaudhary, from *Afterimage of Empire* |
| March 24th | Photography cont’d  - Hensley, “Curatorial Reading and Endless War”  <<Chaudhary visit>> |
| March 28th | Field Trip to Rubin museum |
| March 31st | Anti-colonial pamphlets:  Phule, “Slavery” |
| April 4th | **Empire and the Sociological Imagination**  - Booth, from *In Darkest England* |
| April 7th | Sociological sketches:  - Makdesi, from *Making England Western* |
| April 11th | Colonial anthropology:  - David Scott, “Anthropology and Colonial Discourse”  *Les Maitres Fous*—screening and discussion |
| April 14th | **Mapping, Literature and the Great Game**  - Reading from *Historical Atlas of the British Empire*  - Edney, from *Mapping an Empire* |
| April 18th | - Kipling poetry—“The White Man’s Burden” in circulation |
| April 21st | *Kim*, part 1 |
| April 22nd-30th | **SPRING BREAK** |
| May 2nd | *Kim*, part 2 |
| May 5th | *Kim,* part 3 |
| May 9th | Genre in comparison:  - Colonial archive film, “The Indian Mutiny”  - Christina Rossetti, “In the Round Tower at Jhansi” |
| May 12th | Paper workshop |
| May 16th | Paper workshop |
| May 25th | **\*\*Final Essay Due\*\*** |

**Course Policies:**

**Add/Drop Policy**

It is your responsibility to check add/drop deadlines on the Hunter website.

**Attendance and lateness policy**

* Regular attendance is mandatory—**students who miss more than four classes without satisfactory explanation will be penalized; more than six absences will result in course failure**. If you have to miss class for a good reason, please let me know before class if at all possible.
* Three late entries into the classroom will count as one absence.
* Please do not leave the classroom in the middle of class without a good reason (e.g. nausea or a coughing fit) or you risk being marked absent. A bathroom break is not a good reason (unless you have a medical condition), nor is returning a phone call.

**Participation policy**

* Classroom participation constitutes a significant proportion of your grade. If you do not participate your final grade may be as much as one whole grade lower than it would have been if you did participate.

A – regular and thoughtful, well-supported participation

B – moderate participation

C – hardly any participation

F – no participation

* Please come to class having done the reading and prepared questions and thoughts about it; mark up your text and jot down notes as you read so that your input is as specific and focused as possible.

**Writing assignments policy**

* All papers must be submitted at Turnitin.com. Instructions for submissions will be provided on writing assignments.
* All writing requirements and exams must be completed in order to pass the class.
* Papers more than one week late without permission will not be accepted and you will automatically fail the class.

**Feedback on writing**

* I can meet you during office hours and by appointment. Please let me know ahead of time if you will be attending my hours or I may not be available.
* I am also happy to give feedback and answer questions over email but please contact me early on in the writing process and allow at least 24 hours for a response.

**E-mail**

You must have a working Hunter or CUNY email account that you check regularly, as I will use BlackBoard and our course list-serv to distribute important information throughout the semester—updating you if there are any changes to the course reading schedule, additional handouts, or adjustments to assignments. In the event of a last minute class cancellation, I will contact you through BlackBoard’s e-mail system.

**Electronics and Classroom etiquette**

* You must have a working email account and the ability to check it frequently—if you need help with this, let me know. I will often communicate with the class via emails from Blackboard.
* Please do not use a laptop in class unless it’s absolutely necessary (for disability reasons, for example, or because you’re taking notes for someone else). Please turn off cellphones and all other devices.
* TEXTING IS STRICTLY PROHIBITED: anyone who uses an electronic device in the classroom or who leaves class to text will be marked absent.

**Academic Honesty:**

The university policy will be strictly upheld in this class. Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Any misconduct will result in university disciplinary action.

**Academic Accommodation:**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of AccessABILITY located in Room 1124 East to secure necessary academic accommodations.

