



“Ten Types, One People,” Jamaica, 1955

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Office Hours: Vollum 121, Monday and Wednesday, 4:00 PM – 5:00 PM and by appointment

From the origins of the British Empire in the sixteenth century, the encounter between Britons and colonial subjects demanded explanations of human difference. In this course, we will consider two categories of human difference—race and ethnicity. We will examine how these categories were shaped by political and economic circumstances. In other words, by empire.

The focus of this course will be on how categories of difference are formulated, sustained, and contested. We will read seven historical monographs as well as shorter pieces to examine particular case studies. These case studies will include histories of indigenous people in the imperial metropole, enslaved women in the Anglo-Caribbean, mixed-race families under the East India Company, the formulation of English identity in relation to encounters with post-emancipation Afro-Caribbeans, the new system of caste that emerged under the colonial state in India, the global formation of white supremacy, and the racial politics of citizenship in post-war Britain. Throughout we will pay attention to the geographies of racial formation—the ways that identity was constructed in local, national, and imperial registers. We will also attend to

the role gender and family relations played in the construction of race and ethnicity. More than histories of particular racialized groups, we will examine the contested nature of group identification.

By the end of this course, you will be able to:

- demonstrate knowledge of the rise and fall of the British empire;
- analyze race and ethnicity as historical formations, with attention to the shifting nature of racial identification, the role of the state in cultivating categories of difference, and the ability of people to engage with and challenge dominant modes of differentiation;
- consider the differentials of power in the ability to shape categories of group identity;
- evaluate the imperial, national, and local registers of categories of difference;
- identify the arguments of historical monographs and assess them with attention to evidence, historiography, and significance;
- historicize contemporary issues of race, ethnicity, and power;
- conduct historical research and write a cohesive essay.

The Honor Principle and Classroom Conduct

At Reed, the honor principle governs the conduct of our community. Honor is not narrowly or negatively defined, but guides how we treat each other with fairness, respect, and dignity. These ideals must be expressed not simply in attitude, but in action.

Community demands participation, and to participate, you must show up. If you have a reasonable excuse for missing class—religious holidays, illness, or family emergency—it is your responsibility to let me know ahead of time. Unexcused absences will negatively affect your grade, and more than one unexcused absence could lead to failing the course.

A successful conference depends upon prepared and active participants. For discussions, give the conference your undivided attention by turning off your cell phone. Food is prohibited in the classroom, unless you share with everyone. Bring the assigned readings, as well as a means of taking notes. Consider how you can foster thoughtful dialogue. When you speak, support your claims with examples from the texts. Attentive listening is as important as speaking to facilitating conference discussion. Dismissive or hostile comments will not be tolerated.

The honor principle not only applies to our discussions in class, but also to your written work. Your work must be your own. It is your responsibility (with the help of others) to learn the standards of proper citation and attribution. In this course, we will use the Chicago Manual of Style's Notes and Bibliography system for citations.

Accessibility

Each of you has necessary conditions that make your participation in conference possible, and I understand that you might have disabilities, chronic conditions, or contingent circumstances that make it difficult for you to participate in class in the way that you would wish. Here are some resources to make sure you have the assistance you need to succeed in this class.

Emergency loan funds: Business Office, Eliot Hall 306 & 308

Reed Community Pantry: <https://www.reed.edu/seeds/reed-community-pantry/index.html>

Reed Academic Support Services: https://www.reed.edu/academic_support

Reed Health and Counseling Services: https://www.reed.edu/health_center

If you need assistance or accommodation, please don't hesitate to see me so we can discuss resources that are available to you. If you have not yet met Disability Support Services to document your disability and create specified accommodations, we can discuss this process in office hours.

Communication

In addition to treating each other honorably in conference, I encourage you to help and support each other outside of the classroom. When I am in my office, my door is open, and you are welcome to come in. I also have confirmed office hours during which we can talk about the readings, your papers, how conference is going, etc. If you cannot make it to my office hours, please send me an email proposing a few possible times to meet (Monday–Friday, 9 AM–5 PM). Email should only be used to inform me of an absence or to schedule a meeting outside of office hours. For everything else, let us talk in person.

Assignments

Along with classroom participation, I ask you to complete the following assignments:

Map Quiz:	Sept. 17. Simple quiz about the places we will discuss in the course.
Book Review:	Oct. 22 (or earlier). 800-word review of Thrush, Ghosh, Hall, or Turner.
Historical Analysis:	Nov. 26 (or earlier). 2000-word essay on a contemporary topic whose roots are in the history we study.
Final Paper:	10-page research paper on a topic of your choice.
	Nov. 5 Topic
	Nov. 19 Prospectus
	Dec. 3 In-Class Presentation
	Dec. 13 Final Draft

Required Texts

Nicholas Dirks, *Castes of Mind: Colonialism and the Making of Modern India*

Durba Ghosh, *Sex and the Family in Colonial India: The Making of Empire*

Catherine Hall, *Civilising Subjects: Metropole and Colony in the English Imagination, 1830–1867*

Marilyn Lake and Henry Reynolds, *Drawing the Global Colour Line: White Men's Countries and the International Challenge to Racial Equality*

Kennetta Hammond Perry, *London is the Place for Me: Black Britons, Citizenship, and the Politics of Race*

Coll Thrush, *Indigenous London: Native Travelers at the Heart of Empire*

Sasha Turner, *Contested Bodies: Pregnancy, Childrearing, and Slavery in Jamaica*

Readings available via Moodle are marked by a +.

Week 1 Race and Ethnicity
August 27 + Michael Omi and Howard Winant, "Racial Formation in the United States"
+ Hutchinson and Smith, "Introduction"

Week 2
September 3 Labor Day – No Class

Week 3 Empire, Power, and Categories of Difference
September 10 + Jane Burbank and Frederick Cooper, "Imperial Trajectories"
+ John Darwin, *Unfinished Empire*, xi–32
+ Rogers Brubaker and Frederick Cooper, "Beyond 'Identity' "
+ Barbara Fields, "Of Rogues and Geldings"

Week 4 Indigenous Peoples in a Global Empire
September 17 Coll Thrush, *Indigenous London*
*** Map Quiz ***

Week 5 The East India Company
September 24 + Philippa Levine, *The British Empire*, 61–81
Durba Ghosh, *Sex and the Family in Colonial India*

Week 6 Reproduction and Enslavement
October 1 + Philippa Levine, *The British Empire*, 13–30
Sasha Turner, *Contested Bodies*

Week 7 The English and their Others, 1
October 8 + Cooper and Burbank, "Imperial Repertoires"
Catherine Hall, *Civilising Subjects*, 1–208

----- Fall Break -----

Week 8 The English and their Others, 2
October 22 Catherine Hall, *Civilising Subjects*, 209–441
*** Book Review Due ***

Week 9	The Sociology of Caste
October 29	+ Metcalf and Metcalf, <i>A Concise History of India</i> , 91–122 Nicholas Dirks, <i>Castes of Mind</i> , 3–80
Week 10	The State and Ethnic Identity
November 5	+ Bernard Cohn, “The Census, Social Structure, and Objectification in South Asia” Nicholas Dirks, <i>Castes of Mind</i> , 81–227 *** Topic for Final Paper Due ***
Week 11	The White Man’s World
November 12	Marilyn Lake and Henry Reynolds, <i>Drawing the Global Colour Line</i>
Week 12	
November 19	Rochelle Rowe, “Glorifying the Jamaican Girl”: The “Ten Types One People” Beauty Contest, Racialized Femininities, and Jamaican Nationalism” + Moodle—Representing Jamaica *** Prospectus for Final Paper Due ***
Week 13	Decolonization
November 26	Kennetta Hammond Perry, <i>London is the Place for Me</i> *** Historical Analysis Paper Due ***
Week 14	
December 3	Student Presentations
December 13	*** Final Paper Due ***