

# Cultures of the Colonial Encounter

ANTH 3722 R  
Fall 2012– Intermediate

**Thursday 9:30 AM - 12:30PM**

ANDH 101

Instructor: Aurora Donzelli  
(Office: Gilbert 04, x2310)

## Course Description and Objectives

Spanning several centuries, colonialism imposed Euro-American domination over vast areas of the earth and over three-quarters of its population. In addition to transforming world economies and geographies, colonialism produced complex and traumatic cultural encounters between indigenous peoples and the newcomers.

Contrary to the common representation of colonial cultural contact as a process that resulted in the univocal transformation of the indigenous world, this course will try to show that colonial encounters reshaped the structures of practice and the systems of knowledge of the colonized *as well as* of the colonizers. This approach will enable us to discover the hidden vulnerability of colonial power. We will learn that in order to understand the complex phenomena of domination, resistance, and mutual cultural mimicry prompted by the colonial encounter it is essential to treat – as Ann Stoler and Frederick Cooper suggest- “metropole and colony in a single analytic field”.

Through a series of readings, we will explore how Europeans’ engagements with the inhabitants of the overseas colonies resulted in complex and ambiguous cultural formations that reveal the contested, fragmentary, and anxious nature of colonial knowledge and power. In addition to challenging traditional frameworks that represented the empire through a hierarchical geography of center and periphery and depict colonial encounters through a simplistic narrative of cultural loss, this course will argue for the need to analyze local histories, particular sites, and connections. Ranging from accounts of the encounters between Spanish Catholics and Yucatec Maya, Dutch Calvinist missionaries and Indonesian highlanders, Northwest Coast Indians and Euro-Americans, to the study of colonial photography in the Philippines during US rule, the transformations of the caste system in India during the British rule, and the dynamics of labor relations between White managers and Asian workers in a Sumatran rubber plantation during Dutch colonialism, the selected readings will offer concrete cases of colonial encounters. Drawing on visual documents, ethnographic and historical accounts, novels, and critical theory students will explore how local bodies of scientific knowledge, moral and aesthetic philosophies, cultural theories of sexuality, language usages and ideologies, social identities, as well as religious notions and practices were transformed through the asymmetries of the colonial encounter.

This ethnographic journey will help us understand that, while colonialism was a global system, the study of its local specific modes of operation is key to avoid creating a unitary narrative for diverse experiences and realities. Unearthing the durability of colonial history in our contemporary world, this journey will also enable us to appreciate the importance of a critical study of colonialism for the understanding of how colonial pasts bear on people’s present lives and future options.

## Course Responsibilities and Requirements

### **1. Attendance.**

A successful seminar requires your physical and mental presence. You are expected to attend each and every class, to complete the readings for that day, and to be prepared to discuss the readings and your own interests in the course subject matter. Attendance is also crucial to your success in the class; absences are a basis for loss of credit and will be noted. I will take the roll at the beginning of each class. I understand that for medical or religious reason you may miss a class or a conference. However, I do not differentiate

between excused and unexcused absences. You have a maximum of 3 allowed absences (including classes and conferences). If you miss a combination of 4 or more classes and conferences, you will be unable to receive full credit for the course.

## **2. Active participation in class discussion and engagement in conference work.**

Attendance is stressed because this course will be run as a seminar style class, with all members contributing their understandings, interpretations, observations, and questions of the selected readings. A substantial part of the course will center on group discussions of the readings assigned for that week. Great value will be given to your thoughtful participation in class discussion and your capacity of being an engaging interlocutor in our one-on-one conference meetings. Punctuality and preparation are highly valued upon entering the classroom and conference meeting.

Our pedagogy places a great emphasis on individuality and on the promotion of personal educational trajectories. However, this should not make us forget that we have a *collective responsibility* towards seminar discussion and class participation. Participating in a scientific community requires embracing the special commitment to collective work that should always distinguish any individual pursuit of knowledge. Although I am profoundly aware that people have different personalities and different ways of participating in class discussions, active engagement in classroom activities is not simply a course requirement, but a fundamental responsibility towards the rest of the class and the scientific community at large.

By registering for this class students commit to offer their contribution to seminar discussion. They should be willing to share with the other participants their thoughts and insights that they have developed while reading the course material and/or carrying out weekly assignments and exercises. To be more specific, this may entail that during the seminar meetings, students may be asked to offer their reactions to the discussion under consideration. I may ask for a student's opinion even if his/her hand was not raised and students are encouraged to call on each other (and on me) for this purpose.

## **3. Class Preparation and Scholarly Attitude.**

You must come prepared for each week's class by doing the assigned reading ahead of time.

Your approach to the course will follow a few basic guidelines:

*Be Generous and Charitable.* All the readings selected for the syllabus are insightful and theoretically innovative. Listen to what the texts have to say. Critiquing aspects of the readings is fine, but if you find yourself rejecting an argument *in toto*, this indicates your reading is insufficiently generous.

*Openness to Discomfort.* Remember that a learning process always entails a certain degree of discomfort and effort. You will read interesting and engaging materials, but there may be difficult concepts or technical aspects that you may find challenging. When you encounter a difficult concept, please avoid a whining approach and focus on developing a constructive and proactive attitude towards the intellectual challenges you face: Take notes on what you could not understand and ask questions.

*Provisionality.* Be open to the possibility of changing your mind and revise your inherited positions. Being a scholar entails openness to learning, self-improving, and making new discoveries. You will be welcome to expressing your opinions, but you should be open to change your convictions and to discovering that you may be wrong or under-informed.

*Community.* "Active participation" in class and group conferences is encouraged. However, this does not mean bringing the discussion on a tangent. It means listening carefully to what other people have to say, engage with the topics discussed by the readings, come to class with questions, topics, and issues to be vetted and debated, and offer feedback and advice on your classmates work in progress. Some individuals are quite comfortable speaking at length, but the instructor reserves the right to ask persons to wrap up their comments, or to solicit comments from persons who have not yet participated in any particular course meeting.

*Be responsible and mature.* Remember that you will be treated as adults and that you will be expected to respect your colleagues and instructor. Late submissions are a serious impediment to my job and to the progress of the class as a whole. If something serious comes up and you are unable to complete the readings for class and conference or turn in an assignment on time, please be open about it: approach me and explain me your issues so that we can discuss what can be done. Please avoid coming up with implausible excuses.

#### **4. Conference Meetings.**

Conference meetings are very important. You need to come prepared to conferences. If on one conference we decide that for our next meeting you will have read, thought about, or written something, then at the following encounter you will be expected to fulfill the objectives we had agreed upon. I am very willing to accommodate your research interests and I give great value to your own individual trajectories, but conference work is **NOT** something you do on your own. I expect you to engage in a dialogue with me, commit to the topic we choose together, and produce very good quality conference papers.

If you forget to come to a conference appointment, I will not be able to reschedule it. In order to be able to reschedule a conference, a 48-hours notice or a doctor's note will be required.

We will have conferences on B Weeks. Due to instructor's participation in the American Anthropological Association meeting in November, conferences meetings on Tue and Thu on the week of 11/12 will have to be rescheduled and anticipated to the week of 11/05. There will be an additional conference on Wed, 11/28 to compensate for the lack of B weeks in November.

09/24 (B week)

10/08 (B week)

10/22 (B week)

11/12 (B week) (conference meetings on Tue and Thu to be rescheduled to the previous week)

Additional conferences on 11/28

12/03 (B week)

12/17 (B week) (optional)

#### **5. Conference Projects and Papers.**

Each student will need to work consistently on his or her conference project throughout the semester. We will talk about the nature and progressive development of these projects in our bi-weekly "conference" meetings. Conference papers are not review articles or annotated bibliographies. They are research papers. Students are expected to make original claims, provide ethnographic evidence for their argument and show deference to the work of other scholars by referring to the relevant existing literature. ***In preparing your paper, please follow the AAA editorial and stylistic guidelines available to download on Myslc handout portlet.***

By ***Thursday, October 11<sup>th</sup>***, students are expected to **decide their conference paper topics**. **Final drafts of conference papers are due on *Thursday, December 13<sup>th</sup>***.

At the end of the semester, students will be expected to present their conference work through a 5-minute **video clip** that they will prepare throughout the course of the semester. Video Projects will be submitted through Myslc assignment tab on ***Tuesday, December 18<sup>th</sup>*** and will be screened in class on ***Thursday, December 20<sup>th</sup>***.

#### **6. Conference Papers Workshops.**

Students will present their work in progress in a research/writing workshop to be held in prior to Thanksgiving break (on **11/1** and **11/8**). I will be happy to read and provide comments on further drafts, but *please remember that I need at least a week notice in order to be able to properly review your work*.

#### **7. Assignments.**

Assignments for this course will consist in

- A series of **Short Response Papers** (750-1000 words ca.) on main points and key topics for

discussion in the readings assigned for class. These papers will be circulated electronically (**through the course discussion board and the online assignment tab**) to seminar members by **12 (noon) the day before the class at which those readings are to be discussed**. You will also bring a hardcopy of your piece to class the next day and *briefly* summarize its main points in order to facilitate the discussion.

**NB** Since some classes will be organized as workshops, response papers will NOT be submitted every week (please see the syllabus and Myslc assignment tab for further details).

- One **Midterm Paper due on Thursday, November 15<sup>th</sup>** (please see prompt below)
- One **Video Clip** connected to your conference project (we will discuss in conference meetings possible ways of developing connections between your conference video and paper) due on **Tuesday, December 18<sup>th</sup>**.

The following link provides you with a set of instructions of how to complete assignments online by using MySLC: <http://pages.sl.c.edu/~support/myslc/show-article.php?id=478>

**NB** Remember to name all the files containing the assignments that you will be sending me throughout the year in the following way:

Examples-

- Yoursurname\_1.doc (for assignment #1)
- Yoursurname\_2.doc (for assignment #2), etc.

For each response piece that you will write you will have to:

- 1) Submit a copy through the online assignment tab on Myslc (for the instructor's record)
- 2) Post a copy on the discussion board tab on Myslc (to enable your peers to read your reflections prior coming to class)
- 3) Bring a hard copy to class (in order to be able to summarize your piece's main points and facilitate seminar discussion).

- **Word limit.** Respecting words limits while preparing your assignments is very important. Sticking to these limits will not always be easy, but it is an important requirement in many academic and non-academic professional environments. Hence, please be mindful of how much time and space you need to express your point. Remember that you will need to give the reader enough context to make yourself understood and at the same time that you will have to be prepared to having to trim down your writing in order to avoid going over the limits.
- **Late Submissions.** NO LATE submissions are allowed. Assignments, Conference Papers, and Mid-term Essays need to be submitted by the indicated deadlines.

- **Mid-term paper prompt**

After having picked one of the novels from the list provided below, you will write an essay (**1500 words ca.**) in which you will review the novel in the light of theoretical and ethnographic discussions developed in the readings undertaken for class. This will entail (a) providing a brief summary of the plot and of the main narrative and thematic elements of the book, (b) presenting your own evaluation of the work, (c) developing connections with the anthropological *literature you read for class*.

Remember that *one of the main goals of the essay is to prompt you to establish connections between the different readings done in the first half of the semester*. So the more connections you will be able to make in your reflections, the better. *This will entail quoting the literature covered in this course*. You are free to refer to other sources if you want, but you will need to prioritize the readings and discussions done for this course.

***In preparing this essay, please follow the AAA editorial and stylistic guidelines available to download on Myslc handout portlet.***

***Novels for midterm paper:***

- Graham Greene, *The Quiet American*. **[Library]**
- Pramoedya Ananta Toer, *This Earth of Mankind* **[Library]**

- George Orwell, *Burmese Days* [Library]
- Edward Lansdale, *In the Midst of Wars: An American's Mission to Southeast Asia* [Library]
- Multatuli, *Max Havelaar or the Coffee Auctions of the Dutch Trading Company* [Library]
- Joseph Conrad, *An Outcast of the Islands* [Library]

***Though you may buy a copy of the book you chose, each of these titles has been placed on reserve and is available for consultation at the Library.***

<b>Course Policies and Practicalities</b>
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**1. Statement of Academic Integrity.** Students are bound to uphold Sarah Lawrence College's Undergraduate Policy on Academic Integrity found in the Student Handbook: [http://www.slc.edu/media/student-affairs/pdf/Student\\_Handbook\\_2009-2010.pdf](http://www.slc.edu/media/student-affairs/pdf/Student_Handbook_2009-2010.pdf) Any work submitted by a student in this course for academic credit will be the student's own work. Violations of this policy will be VERY strictly sanctioned.

**2. Communication.** I will mostly communicate with students via email. Students will therefore be expected to have an email account that they check regularly. Your email inquiries will be answered as fast as possible. But please bear in mind that I may not be always able to answer your emails within the very same day, especially if emails are sent on a Saturday or a Sunday or after 5 PM during weekdays.

**3. Readings.** Readings are available as E-reserve (accessible from the reserve or the handout Tab on MySLC). However, since laptops are not allowed in class, each student will need to *print* a copy for her/himself to read and *bring to class*. In other words, do not merely read the article "online."

Please note that the reading load will be distributed in order to be heavier in the first few weeks and lighter in the second half of the semester in order to enable students to focus on their conference projects.

**4. Xeroxing.** The College's standard "free" printing/copying allocation for students is 500 pages single-sided or 625 pages double-sided, black-and-white, per semester. Students can pay for printing/copying beyond the 500/625 page allocation using 1Card Cash (\$25). B/W double-side printing/copying is priced at 4-cents per page, while B/W single-sided printing/copying is priced at 5-cents per page. Color prints and copies are priced at 24-cents per page duplex, 25-cents per page single-sided, and thus heavy use of color printers/copiers will greatly reduce the total number of pages available within the \$25 allocation. As students use their 1Cards for printing/copying, the declining dollar balance will be displayed on the printing/copying equipment.

**5. Laptops.** *Laptops (ipads, cell phones, ipods, etc.) are NOT ALLOWED in my class unless they will be used to present and /or engage in multimedia workshops.*

**6. Credit Loss PLEASE READ CAREFULLY**

*I hate reducing credit. However, let's be clear on what are the possible sources of credit loss.*

- 1) Bad record of attendance: If a student misses a combination of 4 or more classes or conference meetings per semester, she or he will be unable to receive full credit for the course
- 2) Failure to participate in seminar discussions
- 3) Lack of engagement in conference work: by not coming to conference meetings, by systematically not doing the 'to do list' we agreed upon on each conference, by changing your topic late or at the end of the semester, by focusing only on the product and not on the process: *Conference work is not only about the final output, it requires working together with your advisor/teacher.*
- 4) Failure to turn in weekly assignments or turning them in late.
- 5) By committing Plagiarism.

## 7. Important deadlines

Decision for Conference project topics: **Thursday, October 11<sup>th</sup>**

Conference Papers First Drafts: **Tuesday, October 30<sup>th</sup> (First Group) and Sunday, November 4<sup>th</sup> (Second Group)**

Conference Papers Workshops: **Thursday, November 1<sup>st</sup> (First Group) and Thursday, November 8<sup>th</sup> (Second Group)**

Mid-term papers: **Thursday, November 15<sup>th</sup>**

Final drafts of conference papers: **Thursday, December 13<sup>th</sup>**

Video Projects: **Tuesday, December 18<sup>th</sup>**

Video Project Screening on **Thursday, December 20<sup>th</sup>**

**Note:** *Syllabus is subject to slight changes depending on the progresses and interests of the class.*

## FALL SEMESTER

**WEEK 1:** B week  
**Introduction to the Course**

**Thu, Sept 13** “*Fitzcarraldo*” and *Syllabus, logistics, and Kodak workshop with Gary Ploski*

### Readings

**NB:** Osterhammel’s chapters are meant to give you a very basic and preliminary introduction to the problem of defining “colonialism”. **The other two articles** from the journal *New German Critique* **are not mandatory: Please see the prompt for assignment #1 below.**

Osterhammel, J. 2005. “‘Colonization’ and ‘Colonies’” (pp. 1-10); “ ‘Colonialism’ and ‘Colonial Empires’” (pp. 13-21). In *Colonialism: A Theoretical Overview*. Markus Wiener Publishers.

### Suggested

Koepnick, L.P. 1993. Colonial Forestry: Sylvan Politics in Werner Herzog's Aguirre and Fitzcarraldo. *New German Critique* (60):133-159.

Davidson, J.E. 1993. As Others Put Plays upon the Stage: Aguirre, Neocolonialism, and the New German Cinema. *New German Critique* (60):101-130.

### Film Screening

FITZCARRALDO. 1982. directed by Werner Herzog; Filmverlag Der Autoren, West German TV Channel 2, ZDF, and Wildlife Films Peru S.A.; released by New World Pictures. Running time: 157 minutes.

Further readings (about the making of *Fitzcarraldo* and Werner Herzog’s aesthetics)

Herzog, W. 2010. Conquest of the Useless: Reflections from the Making of *Fitzcarraldo*. Ecco. *Fitzcarraldo’s director retrospective reflections on the making of the movie.*

Podcast of Interview with Werner Herzog

<http://www.time.com/time/arts/article/0,8599,1908503,00.html>

### Response Piece #1 Thought Piece on “*Fitzcarraldo*”

**Due on Wednesday, September 19<sup>th</sup> at noon**

Watch the remainder of the movie (on reserve in the Library) and write a response piece (700 words ca.) about a theme that struck your attention. You may read Koepnick and/or Davidson’s articles if you want to rely on academic/critical reviews of Herzog’s movie for this assignment. But you may also opt for writing a more spontaneous response on the movie. Please specify at the beginning of the paper whether your

response piece is “spontaneous” or informed by the reading of these articles (if you read the suggested articles you may also need to refer to them your piece).

**Assignment #2            Conference paper topic**

**Due on Sunday, September 23<sup>rd</sup> at 5 PM.**

Write 3 short abstracts (200 words each, 600 words in total, **Max.**) on three possible different topics on which you could imagine yourself working for this Semester. (**NB** these abstracts will not be binding, **but you will have to decide** the topic of your research project by **Tuesday, October 11th**. Please see the course “important deadlines section”).

**Assignment #3            Filming naturalistic interaction**

**Due on Monday, November 12<sup>th</sup>.**

*Film one hour of naturalistic interactions, narratives, performances, conversations, and interviews broadly related to your project. This is a two parts assignment. You will use this footage for editing your 4 minutes conference video project due on Tuesday, December 18<sup>th</sup>.*

**WEEK 2:            A week  
                         Theoretical groundwork**

**Thu, Sept 20**

**Discussion on Fitzcarraldo**

**Readings**

Hall, C. 2000. “Introduction: Thinking the postcolonial, thinking the empire”. In *Cultures of Empire: A Reader*, C. Hall (ed.). Manchester University Press. Pp. 1-33. **[ereserve]**

Dirks, N.B. 1992. “Introduction: Colonialism and culture”. In *Colonialism and culture*, N. Dirks (ed.). Univ of Michigan Pr. Pp. 1-27. **[ereserve]**

Cooper, F. and A.L. Stoler. 1989. Introduction tensions of empire: colonial control and visions of rule. *American Ethnologist* 16(4):609-621. **[ereserve]**

Marcus G. 1995. Ethnography in the World System. *Annual Review of Anthropology* 14:95-117. **[ereserve]**

**Response Piece #2**

**Due on Wednesday, September 26<sup>th</sup> at noon**

Read the assigned readings for next week (3) and write a response piece (700-900 words ca.) about a theme that struck your attention.

**WEEK 3:            B week  
                         Encountering and Representing otherness: Explorers, Travelers, and  
                         Anthropologists**

**Thu, Sept 27**

**Readings**

Pratt, M.L. 1992. “Introduction: Criticism in the contact zone” (pp.1-15); “Alexander von Humbolt and the reinvention of América” (pp. 111-144); “Reinveinting América/Reinventing Europe: Creole Self-fashioning” (pp. 172-201). In *Imperial Eyes; Studies in Travel Writing and Transculturation*. Routledge. **[ereserve]**

Fabian, J. 2000. “Preface” (pp. xi-xv); “Introduction” (pp. 1-22). In *Out of our minds: reason and madness in the exploration of Central Africa*: Univ of California Pr. **[ereserve]**

Fabian, J. 1990. Presence and representation: The other and anthropological writing. *Critical Inquiry*

16(4): 753-772. [ereserve]

Rafael, V.L. 1995. Colonial domesticity: white women and United States rule in the Philippines. *American literature* 67(4):639-666. [ereserve]

Rafael, V. 2000 "The undead: Notes on photography in the Philippines, 1898-1920s". In *White love and other events in Filipino history*. Duke University Press. Pp. 76-102. [ereserve]

### **Response Piece #3**

#### ***Due on Wednesday, October 3<sup>rd</sup> at noon***

Read the assigned readings for next week (4) and write a response piece (700-900 words ca.) about a theme that struck your attention.

## **WEEK 4: A week Conversion Encounters: Missionization, temporality, semiotic Ideologies**

**Thu, Oct 4**

### **Readings**

Thomas, N. 1992. Colonial Conversions: Difference, Hierarchy, and History in Early Twentieth-Century Evangelical Propaganda. *Comparative Studies in Society and History* 34(2):366-389. [ereserve]

Aragon, L. 1996. *Twisting the Gift: Translating Precolonial into Colonial Exchanges in Central Sulawesi, Indonesia*, in *American Ethnologist* 23 (1): 43-60. [ereserve]

Webb Keane, 2007. "Introduction" (p. 1-37); "Religion's Reach" (pp. 37-59), "Beliefs, Words, and Selves" (pp. 59-83). In *Christian Moderns. Freedom and Fetish in the Mission Encounter*. The University of California Press. Berkley. [ereserve]

### **Optional**

J.D.Y. Peel. 1995. "For Who Hath Despised the Day of Small Things?" *Missionaries Narratives and Historical Anthropology*, in *Comparative Studies in Society and History* 37(3): 581-607. [ereserve]

### **Response Piece #4**

#### ***Due on Wednesday, October 10<sup>th</sup> at noon***

Read the assigned readings for next week (5) and write a response piece (700-900 words ca.) about a theme that struck your attention.

## **WEEK 5: B week The "Invention of tradition" debate**

**Thu, Oct 11**

### **Readings**

Hobsbawm, J. 1983. "Introduction: Inventing traditions". in *The Invention of tradition*, E. J. Hobsbawm and T. O. Ranger (eds.), Cambridge University Press Cambridge, Cambridgeshire; New York. pp. 1-15. [ereserve]

Ranger, T. 1983. "The Invention of Tradition in Colonial Africa", in *The Invention of tradition*, E. J. Hobsbawm and T. O. Ranger (eds.), Cambridge University Press Cambridge, Cambridgeshire ; New York. pp. 211-62. [ereserve]

Masco, J. 1995. It is a Strict Law that Bids us Dance: Cosmologies, Colonialism, Death, and Ritual Authority in the Kwakwaka'wakw Potlatch, 1849 To 1922. *Comparative Studies in Society and History* 37(1):41-75. [ereserve]



Dirks, B. N. 2001. "Introduction" (pp. 3-18); "Homo Hierarchicus: The origins of an Idea" (pp. 19-42). In *Castes of mind: colonialism and the making of modern India*. Princeton University Press, Princeton. [ereserve]

Briggs, C.L. 1996. The politics of discursive authority in research on the "invention of tradition". *Cultural Anthropology* 11(4):435-469. [ereserve]

### **Response Piece #5**

#### ***Due on Wednesday, October 11<sup>th</sup> at noon***

Read the assigned readings for next week (6) and write a response piece (700-900 words ca.) about a theme that struck your attention.

**WEEK 6: A week  
Which is the copy and which is the original?  
Mimesis, Mimicry, and Similitude in the colonial encounter**

**Thu, Oct 18**

### **Readings**

Taussig, M.T. 1993. "In Some Way or Another One Can Protect Oneself From Evil Spirits by Portraying Them" (pp. 1-19), "Alterity" (pp. 129-144); "America as Woman: The Magic of Western Gear" (pp. 176-193). In *Mimesis and alterity: a particular history of the senses*. Routledge. [ereserve]

Bhabha, Homi. 1997. "[Of mimicry and man: the ambivalence of colonial discourse](#)". In *Tensions of empire: Colonial cultures in a bourgeois world*. Ann Laura Stoler and Frederick Cooper (eds.). Berkeley: University of California Press. Pp. 152-160. [ereserve]

Prestholdt, J. 2007. Similitude and Empire: On Comorian Strategies of Englishness. *Journal of world history*:113-138. [ereserve]

Obeyesekere, G. 1992. "Preface (1997)" (pp. xiii-xvii), "Preface" (pp. xvii-xxi), "Captain Cook & the European Imagination" (pp. 3-22); "Myth Models in Anthropological Narrative" (pp. 177-186), "The Mourning and the Aftermath" (pp.187-192). In *The Apotheosis of Captain Cook: European Mythmaking in the Pacific*, Princeton Univ. Press. [ereserve]

Sahlins, M. 1995. "Preface", (pp. ix-x); "Introduction" pp. 1-15; "Epilogue: Historiography or Symbolic Violence?" (pp. 191-198). In *How 'Natives' Think: About Captain Cook, For Example*, Univ. of Chicago Press. [ereserve]

Geertz, C. 2000. "The State of the Art" (pp. 89-107). In *Available Light: Anthropological Reflections on Philosophical Topics: (commentary on Sahlins/Obeyesekere debate)*. C. Geertz (ed.). University of Princeton Press. [ereserve]

### **Optional**

Huddart, D. 2006. "Why Bhabha?", "The Sterotype", "Mimicry". In *Homi K. Bhabha*. Routledge. [ereserve]

Pemberton, J. 1994. "Introduction" (pp. 1-28), "Seminal Contradictions" (pp. 28-61), "Origins Revisited" (pp. 148-189). In *On the subject of "Java"*, Cornell University Press, Ithaca, NY. [ereserve]

### **Response Piece #6**

#### ***Due on Wednesday, October 24<sup>th</sup> at noon***

Read the assigned readings for next week (7) and write a response piece (700-900 words ca.) about a theme that struck your attention.

**WEEK 7:** Neither A nor B week  
**Colonial intimacies and Colonial Anxieties**

**Thu, Oct 25**

**Readings**

Orwell, G. 1968 [1936]. "Shooting an elephant". In *The collected essays, journalism and letters of George Orwell: My country right or left, 1940-1943*. Orwell, G., S. Orwell, and I. Angus (eds). New York: Harcourt, Brace & World, Inc. [ereserve]

Stoler, A. L. 1989. Rethinking Colonial Categories: European Communities and the Boundaries of Rule, in *Comparative Studies in Society and History* (1989) (31)1: 134-161. [ereserve]

Stoler, A. L. 1996. "Carnal Knowledge and Imperial Power: Gender, Race and Morality in Colonial Asia," in *Feminism and History*, Joan Scott (ed.), Oxford University Press, Oxford, (1996), pp. 209-266. [ereserve]

Stoler, A. L. 2000 [1995]. "Cultivating bourgeois bodies and racial selves". In *Cultures of Empire: A Reader*, C. Hall (ed.). Manchester University Press. Pp. pp. 87-119. [ereserve].

Anderson, W. 1995. *Excremental Colonialism: Public Health and the Poetics of Pollution*, in *Critical Inquiry* 21(3): 640-669. [ereserve]

**Optional**

Stoler, A. L. 1992. *Sexual Offenses and Racial Frontiers: European Identities and the Cultural Politics of Exclusion in Colonial Southeast Asia*, in *Comparative Studies in Society and History* (1992) 34(3): 514-551.

**WEEK 8:** B week  
**Conference papers Workshop**

**Thu, Nov 1** Workshop

**Assignment *First Drafts of conference Projects***  
**Group 1 due on Tuesday, October 30<sup>th</sup> at 10 AM**  
**Group 2 due on Sunday, November 4<sup>th</sup> at 10 AM**

**WEEK 9:** A week  
**Conference papers workshop**

**Thu, Nov 8** Workshop

**WEEK 10:** B week  
**Imovie**

**Thu, Nov 15** Imovie Workshop with Gary Ploski  
**Learning iMovie - One class**  
\* Extract clip from larger recording  
\* Still image: use in Word or PowerPoint  
\* Separate audio from video

**Assignment #4** *Conference video Project*

Extract 4 minutes clip. Due on Tuesday, December 18<sup>th</sup>

**WEEK 11:** Neither A nor B week  
**THANKS GIVING**

**Thu, Nov 22 Thanks Giving**

**Response Piece #7**

**Due on Wednesday, November 28<sup>th</sup> at noon**

Read the assigned readings for next week (12) and write a response piece (700-900 words ca.) about a theme that struck your attention.

**WEEK 12:** A week  
**Colonial Governmentality**

**Thu, Nov 29**

**Readings**

Rafael, V. 2000 "Introduction: Episodic Histories". In *White love and other events in Filipino history*. Duke University Press. Pp. 1-118. [ereserve]

Rafael, V.L. 1994. White love: Census and melodrama in the United States colonization of the Philippines. *History and Anthropology* 8(1-4):265-297. [ereserve]

Fabian, J. 2000. "Drives, Emotions, and Moods" (pp. 78-101). In *Out of our minds: reason and madness in the exploration of Central Africa*: Univ of California Pr. [ereserve]

Stoler, A. L. 1995. "The Education of Desire and the Repressive Hypothesis" (pp. 165- 195) in *Race and the education of desire: Foucault's history of sexuality and the colonial order of things*: Duke University Press Books. [ereserve]

Foucault, M. 2006. "Governmentality" *The Anthropology of the State: A Reader*, Aradhana Sharma and Akhil Gupta (eds.), Blackwell, Malden, MA, (2006), pp. 131-143. [ereserve]

**Optional**

Scott, D. 1995. Colonial Governmentality. *Social Text* (43):191-220. [ereserve]

Stoler, A. L. 1995. "Colonial Studies and the History of Sexuality" (pp. 1- 18) in *Race and the education of desire: Foucault's history of sexuality and the colonial order of things*: Duke University Press Books. [ereserve]

Gordon, C. 1991. "Governmental rationality: an introduction". In *The Foucault Effect Studies in Governmentality*. G. Burchell, C. Gordon, P. Miller (eds.). University of Chicago Press. Pp. :1-51. [ereserve]

Pels, P. 1997. *The Anthropology of Colonialism: Culture, History, and the Emergence of Western Governmentality*, in *Annual Review of Anthropology* 26: pp. 163-183. [ereserve]

**Response Piece #8**

**Due on Wednesday, December 5<sup>th</sup> at noon**

Read the assigned readings for next week (13) and write a response piece (700-900 words ca.) about a theme that struck your attention.

**WEEK 13: B week  
Postcolonial Case Studies**

**Thu, Dec 6**

**Readings**

Ong, A. 2006. "Introduction: Neoliberalism as Exception, Exception as Neoliberalism" (pp.1-27). In *Neoliberalism as exception: Mutations in citizenship and sovereignty*. Duke University Press. . [ereserve]

Ferguson, J., and A. Gupta. 2002. Spatializing states: toward an ethnography of neoliberal governmentality. *American Ethnologist* 29(4): 981-1002. . [ereserve]

Ong, A. 1988. *The Production of Possession: Spirits and the Multinational Corporation in Malaysia*, in *American Ethnologist* (1988) 15(1): 28-42. . [ereserve]

Murray Li, T. 2001. *Masyarakat Adat, Difference, and the Limits of Recognition in Indonesia's Forest Zone*, in *Modern Asian Studies* 35(3): 645-676. . [ereserve]

**WEEKS 14-15: FILM SCREENINGS; CONCLUDING DISCUSSIONS**

**WEEK 14: A week  
Anthropology and colonial rule: Complicities, critiques, and problematic legacies**

**Thu, Dec 13 The Secrets of the tribe**

**CONFERENCE PAPERS DUE**

**Film Screening**

Secrets of the Tribe. 2009. J. Padilha (director). Watertown: Documentary Educational Resources. [Library]

**Readings**

Borofsky, R. 2005. "The Controversy and the Broader Issues at Stake" (Chapter 1); Chagnon and Tierney in their own Words" (Chapter 2). In *Yanomami: The Fierce Controversy and What We Can Learn From It*, Univ. of California Press.

Fabian, J. 1991. "Time and the object of anthropology". In: *Time and the Work of Anthropology. Critical Essays 1971-1991*. In J. Fabian (ed.). New York, Harwood. pp.191-206. [ereserve]

**Optional**

Lewis, D. 1973. Anthropology and colonialism. *Current Anthropology*:581-602. [ereserve]

Tierney, P. 2000. "Introduction" (pp. xxi-xxvii), "Chapters. 1-3" (pp. 3-35). In *Darkness in El Dorado: How Scientists and Journalists Devastated the Amazon*. N.Y.: W.W. Norton & Co.

American Anthropological Association, Referendum on Darkness in El Dorado & Danger to Immunization Campaign, 2003 (<http://www.aaanet.org/stmts/humanrts.htm>)

**WEEK 15: B week**

**Thu, Dec 20 Video Projects Screening and Party**