

**ANTHROPOLOGY'S ENGAGEMENT WITH
COLONIALISM, EMPIRE, AND SOVEREIGNTY**

Graduate Seminar-7000-level

Fall 2005

Wed. 12-2:30

Professor Donna Goldstein

Department of Anthropology

Course Description:

This graduate seminar will begin with an exploration of grounding theories employed in current anthropological analyses of colonialism, empire, and sovereignty and will then move to Hardt and Negri's controversial and provocative text titled, "Empire." From there, we will explore a few examples of full-length ethnographic works that deal with these connected issues. Students are expected to consider some of these themes and the possible methodological approaches implied in these readings in the context of their own work.

It is important to point out that this seminar will be, indeed, organized like a true seminar with each week being an exploration of a particular thesis/book/theme and with students being expected to lead the discussion. Within the first three weeks of the seminar, students will be expected to turn in a thesis abstract for their final paper that describes how they will apply the themes of the course to their own ongoing research. The purpose of a seminar of this kind is to inspire the participant to think newly or differently about their own work; it is not meant to cover every possible reading in this thematic area.

The literatures on colonialism and post-colonialism are forever vast, so please keep in mind that a seminar of this kind cannot but scrape the surface of this literature. The course also attempts to ground students in anthropological approaches to these questions, while recognizing that cognate disciplines, most significantly history, have greatly contributed to this area of scholarship.

Here are some of the questions that will be considered in this seminar context:

How is Foucault's work on governmentality and bio-politics employed in anthropological analyses of colonialism, post-colonialism, and empire? At what level is a grand theory, such as world systems theory of Wallerstein, useful in the context of these issues? Is the theory laid out in *Empire* useful to anthropologists? Is it new? How does it complement or contradict other theories of modernity and post-modernity that we are familiar with? How does it diverge? Is the nation-state, both as a reality and an abstraction headed for obsolescence? How do case studies of colonialism, deepen or, in some sense, simplify, our understanding of Empire? How can we propose to study "the state"?

Class Culture:

There are a number of interesting ways in which we can think about this particular experience together. First, I would suggest that we think of this class as not only a

seminar on a set of themes, but also a workshop. While I will certainly take responsibility as director of this endeavor, the quality of the discussion will depend on how deeply and seriously you take the readings, and how willing you are to become expert in your own topical area.

I hope the organization of this class will encourage it to be more of a “salon” atmosphere where ideas are exchanged and differing perspectives are respected. I am hoping that the combination of good readings and a highly motivated group of participants (as presenters and as “one-page” writers) will help to make this seminar not only intellectually stimulating, but also a pleasant place to be. I ask that participants be courteous and respectful to others. In other words, I would like to stimulate intellectual exchange and the ability to discuss and disagree with one another and to understand that we can do this in a friendly, civilized, and respectful manner.

Readings and Class Discussion: We will conduct the course as a weekly seminar. Therefore, all students are expected to have completed the assigned required readings prior to each class and be prepared to engage in class discussion. This is extremely important for the success of the course. Be prepared with reactions, comments, critiques and/or questions in response to the readings for each class. Regular attendance is expected of all students. This class is strictly limited to **15 students** and advanced graduate students in anthropology will be given preference of entry.

Presentations on Weekly Readings: Students are expected to give **1- 2** formal fifteen to thirty minute long presentations on one or more of the week’s readings over the course of the semester. Participants should organize their presentations on the assumption that everyone has already done the readings in question, and therefore only a short amount of time is needed to summarize the readings.

The bulk of the presentation should focus on addressing the key issues raised in the readings, the apparent agendas (theoretical and otherwise of its author(s)), critiques of the reading (i.e., strengths, weaknesses, whether or not the argument, data, or analysis is convincing), and what significance the selection(s) has in the grand scheme of anthropological (or some other interesting disciplinary discourse) theory. Close your presentation by suggesting some aspects of the readings that you feel are interesting areas for further class discussion, particularly those aspects which you may not have had time to address during your presentation. Do a practice run of your presentation beforehand in order to make sure that you do not exceed the time limit of **30 minutes. (10%)**

Short Weekly Papers or “One Pagers”: Every other week a “one-pager” discussing the week’s readings is required. These “one-pagers” can be anywhere from one double-spaced to two double-spaced pages. The class will be divided into 2 groups—A and B—during the first week’s class, and the grouping you choose to belong to determines **when** you write your one-pagers. **Four “one-pagers”** are due for each individual student over the course of the semester. (That means you can skip one week. Just make sure that you write four of them **ON TIME** during the course of the semester). Please hand me **2 copies** of your “one-pager” at the end of class. One copy will be returned to you and one will be kept on file.

These short papers should be interesting and engaging and should explore one idea (but possibly more) from the readings in detail. A good way to think about these assignments is to imagine yourself as a book or article review writer, addressing both a broad intellectual audience as well as an anthropological audience. If you disagree with an author's methods or conclusions, then explain why and give an alternative argument (and source) that explains your point. Try to be as thorough, precise, and as specific as possible. **(20%)**

Final Paper: One 15-page final paper is due for the course. Your paper represents an opportunity for you to critically respond to course readings and discussions. You may choose your own thematic topic, but the paper should focus at the very least on either a section of readings, or a week's readings. Usually, better papers take a smaller topic and focus on one idea in-depth. **(40%)**

Annotated Bibliography: Each student will share a hard copy as well as an electronic annotated bibliography of their topic with the class. It should have no less than **10 entries and no more than 25 entries**. Up to five entries can be evaluations of interesting web sites. **(10%)**

Final Presentation: One 30-minute presentation is required for the course. Each student will have approximately 30 minutes to carry out their presentation and they will take place during the last 3 classes. **(20%)**

A final note: We cannot cover everything in one seminar. I hope you will take the bibliography-sharing exercise seriously and through this, help one another become aware of new and interesting perspectives in this ever-growing field.

Additional Notes:

Note 1: The College will make reasonable accommodations for persons with documented disabilities. Students should notify the Counselor for Students with Disabilities, Disability Services Office, located in Willard 322 (phone 303-492-8671) and their instructors of any special needs. Instructors should be notified the first day of class. Students with disabilities who may need academic accommodations should discuss options with me during the first two weeks of class.

Note 2: The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources

available to assist individuals who believe they have been sexually harassed can be obtained at: <http://www.colorado.edu/sexualharassment/>

Note 3: I adhere to the Honor Code of this University and others. If caught plagiarizing or cheating, there are serious consequences. If you would like to familiarize yourself with the code, please see: <http://www.colorado.edu/policies/honor.html>.

Required Books

1. Wallerstein, Immanuel. 2005. World Systems Analysis: An Introduction. Durham and London: Duke University Press.
2. Said, Edward. 1993. Culture and Imperialism. New York: First Vintage Books.
3. Hardt, Michael and Antonio Negri. 2000. Empire. Cambridge and London: Harvard University Press.
4. Stoler, Ann. 2002. Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule. Berkeley and Los Angeles: University of California Press.
5. Dirks, Nicholas. 2001. Castes of Mind: Colonialism and the Making of Modern India. Princeton, New Jersey: Princeton University Press.
6. Mitchell, Timothy. 1991. Colonising Egypt. Berkeley and Los Angeles: University of California Press.

Required Articles: Articles Available for Copying in Grad Student Lounge.

1. Asad, Talal. 1973. "Introduction." In: Talal Asad, ed. Anthropology and the Colonial Encounter. London: Ithaca Press. Pp. 9-19.
2. Said, Edward. 1994. "From Orientalism." In: Williams, Patrick and Laura Chrisman, eds. Colonial Discourse and Post-Colonial Theory: A Reader. New York: Columbia university Press. Pp. 132-149.
3. Dirks, Nicholas.1992. "Introduction." In: Nicholas B. Dirks, ed. Colonialism and Culture. Ann Arbor. Ann Arbor: The University of Michigan Press. Pp. 1-25.
4. Stoler, Ann Laura and Frederick Cooper. 1997. "Between Metropole and Colony: Rethinking a Research Agenda." In: Tensions of Empire: Colonial Cultures in a Bourgeois World. Berkeley and Los Angeles: University of California Press. Pp. 1-56.
5. Foucault, Michel. 1991. "Governmentality." In: Burchell, Graham. Colin Gordon, and Peter Miller, eds. The Foucault Effect: Studies in Governmentality. Pp. 87-105.
6. Dean, Mitchell. 1999. Governmentality: Power and Rule in Modern Society. "Introduction," Pp. 1-9; "Basic Concepts and Themes,"Pp. 9-39 "Bio-Politics and Sovereignty" Pp. 98-112.
7. Schmitt, Carl. 1985 (1922). Political Theology: Four Chapters on the Concept of Sovereignty. Cambridge, Massachusetts and London England: The MIT Press.(70 pages)

8. Agamben, Giorgio. 1998. Homo Sacer: Sovereign Power and Bare Life. Stanford: Stanford University Press. (transl. Daniel Heller-Roazen) Part Three: "The Camp as Biopolitical Paradigm of the Modern," pp. 119-199.
9. Das, Veena and Deborah Poole. 2004. "Introduction." In: Anthropology in the Margins of the State. Santa Fe: School of American Research Press. Pp. 3-33.
10. Wolfe, Patrick. 1997. "History and Imperialism: A Century of Theory, from Marx to Postcolonialism." *The American Historical Review*, Vol. 102, No. 2 (Apr., 1997), 388-420.
11. Taussig, Michael. 1996. "Construction of America: the anthropologist as Columbus." In: Culture/Contexture: Explorations in Anthropology and Literary Studies. Berkeley: University of California Press. Pp. 323-356.
12. Taussig, Michael. 1984. "Culture of Terror—Space of Death: Roger Casement's Putumayo Report and the Explanation of Torture." *Comparative Studies in Society and History* Vol. 26 (1984), Pp. 467-497.

Organization of the Semester

Week 1: 8/24 SYLLABUS, INTRODUCTIONS, ORGANIZATIONAL MATTERS

- 1- Syllabus Outline—Determine if you are in the right class for you.
- 2-Introductions of Members of the Class
- 2-Organizational Matters
 - Group A and B for short on-pagers
 - Presentation sign-up (Choose your presentation week)
 - Choose a week to bring snacks for the class

Week 2: 8/31 INTRODUCTION TO ANTHROPOLOGY AND COLONIALISM

1. Asad, Talal. 1973. "Introduction." In: Talal Asad, ed. Anthropology and the Colonial Encounter. London: Ithaca Press. Pp. 9-19.
2. Said, Edward. 1994. "From Orientalism." In: Williams, Patrick and Laura Chrisman, eds. Colonial Discourse and Post-Colonial Theory: A Reader. New York: Columbia university Press. Pp. 132-149.
3. Dirks, Nicholas.1992. "Introduction." In: Nicholas B. Dirks, ed. Colonialism and Culture. Ann Arbor. Ann Arbor: The University of Michigan Press. Pp. 1-25.
4. Stoler, Ann Laura and Frederick Cooper. 1997. "Between Metropole and Colony: Rethinking a Research Agenda." In: Tensions of Empire: Colonial Cultures in a Bourgeois World. Berkeley and Los Angeles: University of California Press. Pp. 1-56.

GROUP A PEOPLE WRITE PAPER AND DO PRESENTATIONS
GROUP B PEOPLE BRING SNACKS

READ AHEAD AS EARLY AS POSSIBLE FOR NEXT WEEK’S READINGS AS IT IS A TOUGH WEEK.

Week 3: 9/7 FOUCAULT ON GOVERNMENTALITY, BIO-POLITICS AND SOVEREIGNTY

1. Foucault, Michel. 1991. “Governmentality.” In: Burchell, Graham. Colin Gordon, and Peter Miller, eds. The Foucault Effect: Studies in Governmentality. Pp. 87-105.
2. Dean, Mitchell. 1999. Governmentality: Power and Rule in Modern Society. “Introduction,” Pp. 1-9; Basic Concepts and Themes,”Pp. 9-39 “Bio-Politics and Sovereignty” Pp. 98-112.
3. Schmitt, Carl. 1985 (1922). Political Theology: Four Chapters on the Concept of Sovereignty. Cambridge, Massachusetts and London England: The MIT Press. (70 pages total)
4. Agamben, Giorgio. 1998. Homo Sacer: Sovereign Power and Bare Life. Stanford: Stanford University Press. (transl. Daniel Heller-Roazen) Part Three: “The Camp as Biopolitical Paradigm of the Modern,” pp. 119-199.
5. Das, Veena and Deborah Poole. 2004. “Introduction.” In: Anthropology in the Margins of the State. Santa Fe: School of American Research Press. Pp. 3-33.

GROUP B PEOPLE WRITE PAPER AND DO PRESENTATIONS

GROUP A PEOPLE BRING SNACKS

Week 4: 9/14 EDWARD SAID’S CULTURE AND IMPERIALISM

1. Said, Edward. 1993. Culture and Imperialism. New York: First Vintage Books.

GROUP A PEOPLE WRITE PAPER AND DO PRESENTATIONS

GROUP B PEOPLE BRING SNACKS

Week 5: 9/21 WALLERSTEIN’S WORLD SYSTEMS THEORY

1. Wallerstein, Immanuel. 2005. World Systems Analysis: An Introduction. Durham and London: Duke University Press.
2. Wolfe, Patrick. 1997. “History and Imperialism: A Century of Theory, from Marx to Postcolonialism. *The American Historical Review*, Vol. 102, No. 2 (Apr., 1997), 388-420.

GROUP B PEOPLE WRITE PAPER AND DO PRESENTATIONS

GROUP A PEOPLE BRING SNACKS

Week 6 : 9/28 EMPIRE (the first half)

1. Hardt, Michael and Antonio Negri. 2000. Empire. Cambridge and London: Harvard University Press. Pp. 3-204.

GROUP A PEOPLE WRITE PAPER AND DO PRESENTATIONS
GROUP B PEOPLE BRING SNACKS

Week 7: 10/5: EMPIRE (the second half)

1. Hardt, Michael and Antonio Negri. 2000. Empire. Cambridge and London: Harvard University Press. Pp. 205-413.

GROUP B PEOPLE WRITE PAPER AND DO PRESENTATIONS
GROUP A PEOPLE BRING SNACKS

ETHNOGRAPHIC ENGAGEMENT WITH COLONIALISM AND EMPIRE

Week 8: 10/12: MICHAEL TAUSSIG’S CRITIQUE OF ANTHROPOLOGY AND COLONIALISM (SPANISH COLONIALIS/COLOMBIA)

1. Taussig, Michael. 1996. “Construction of America: the Anthropologist as Columbus. In: Culture/Contexture: Explorations in Anthropology and Literary Studies. Berkeley: University of California Press. Pp. 323-356

2. Taussig, Michael. 1984. “Culture of Terror –Space of Death: Roger Casement’s Putumayo Report and the Explanation of Torture.” *Comparative Studies in Society and History* Vol. 26 (1984), p.p. 467-497.

GROUP A PEOPLE WRITE PAPER AND DO PRESENTATIONS
GROUP B PEOPLE BRING SNACKS

Week 9: 10/19: TIMOTHY MITCHELL’S COLONISING EGYPT (EUROPE/EGYPT)

1. Mitchell, Timothy. 1991. Colonising Egypt. Berkeley and Los Angeles: University of California Press.

BIBLIOGRAPHIES DUE TODAY

Week 10: 10/26: NICHOLAS DIRKS’ CASTES OF MIND (BRITISH/INDIA)

1. Dirks, Nicholas. 2001. Castes of Mind: Colonialism and the Making of Modern India. Princeton, New Jersey: Princeton University Press.

GROUP B PEOPLE WRITE PAPERS AND DO PRESENTATIONS
GROUP A PEOPLE BRING SNACKS

Week 11: 11/2: ANN STOLER’S CARNAL KNOWLEDGE (EUROPEAN/DUTCH COLONIALISM/NORTH SUMATRA)

Stoler, Ann. 2002. Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule. Berkeley and Los Angeles: University of California Press.

GROUP A PEOPLE WRITE PAPERS AND DO PRESENTATIONS
GROUP B PEOPLE BRING SNACKS

Week 12: 11/9: CLASS PRESENTATIONS

- 1.
- 2.
- 3.
- 4.
- 5.

Week 13: 11/16: CLASS PRESENTATIONS

- 1.
- 2.
- 3.
- 4.
- 5.

Week 14: 11/23: CLASS CANCELLED-THANKSGIVING BREAK—Write papers

Week 15: 11/30: CLASS CANCELLED-ANTHROPOLOGY MEETINGS—Write papers

Week 16: 12/7: CLASS PRESENTATIONS

- 1.
- 2.
- 3.
- 4.
- 5.

Papers Due on Friday, December 9th at 5:00 in my mailbox.