

Sociology 446 “Colonialism and Society” (Fall 2016)

Instructor: Professor Matthew Lange
Class Location: Leacock 721
Class Time: Thursdays: 10:35-12:25
Office Hours: 1-3 on Thursdays in Leacock 735
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Course Overview

European colonialism caused dramatic social transformations wherever it occurred. This course provides a general overview of colonial-induced social change in an effort to demonstrate how knowledge of the colonial past helps us understand present social circumstances. The course does not have a temporal or geographic focus. Instead, the readings cover diverse former colonies located throughout the world and look at different social phenomena: population change, social identities, gender, conflict, states, religion, and development. Although all of the material assigned for this course is based on empirical evidence, many also have normative components and take one of two sides: colonialism as a source of positive change or colonialism as a source of negative change. In the course, students are encouraged to compare each side and consider their appropriateness.

The course is a seminar and organized to promote student discussion of the readings. It also allows students to pursue an individualized research project on some aspect of colonialism and social change. Students are encouraged to come to class with questions for discussion and must be ready to discuss the readings. All readings are available in electronic form on MyCourses.

The course grade is based on three primary components. First, class participation accounts for 45 percent of the final grade. The grade for this component is based on attendance, participation in class discussions, and knowledge of the reading materials. The second graded component of the course is an outline/proposal for the research project. This outline/proposal should describe the research question, lay out the basic structure of the paper, discuss initial findings, and list sources. The purpose of the outline is to get students to begin their projects early and to allow professor Lange the ability to comment on the projects before they are complete. This assignment is worth 10 percent of the final grade and is due at the beginning of class on November 18th. The final graded component is a research paper. The paper needs to focus on colonialism and how it affects social change in some way. There will be opportunities to discuss potential topics in class, and students are encouraged to discuss potential paper topics with Professor Lange if they are uncertain about appropriateness. For the paper, students must review existing material on their chosen topic and provide an argument that is supported by evidence. The paper has a maximum length of 15 pages (double spaced, 12-point font, at least 1.5cm margins), is due by 3pm on Monday, December 12th, and is worth 45 percent of the final grade. Only hard copies will be accepted unless a special arrangement has been made with Professor Lange. Paper grades will be reduced by five percent per day for late submissions.

Academic Integrity and Rights

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity> for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/integrity).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté.

Course Schedule

Week 1: September 8: Introduction—no readings

Week 2: September 15: The History of European Expansionism—(1) Abernathy, David, *The Dynamics of Global Dominance*, 3-12, 45-64, 81-172.

Week 3: September 22: Reasons for European Colonial Expansion—(1) Abernathy, David, *The Dynamics of Global Dominance*, 175-273.

Week 4: September 29: Views of Colonialism from Within—(1) Achebe, Chinua, *Things Fall Apart*; (2) Orwell, George, “Killing an Elephant”

Week 5: October 6: Colonialism and Population—(1) Diamond, Jared “Lethal Gift of Livestock,” *Guns, Germs, and Steel*, 195-214; (2) Hochschild, Adam, *King Leopold’s Ghost*, 115-166; (3) Ittmann, “The Colonial Office and the Population Question in the British Empire, 1918-62”

Week 6: October 13: Colonial States—(1) Kelly, Andrew and James Mahoney, “The Emergence of the New World State”; (2) Lange, Matthew, “State Formation and Transformation in Africa and Asia”; (3) Englebert, Pierre, “State Legitimacy and Developmental Capacity”; (4) Kohli, Atul, “Where Do High Growth Political Economies Come From?”

Week 7: October 20: Colonialism and Development—(1) Ferguson, Niall, *Colossus*, 169-199; (2) Acemoglu, Daron, Simon Johnson, and James, “Colonial Origins of Comparative Development” (NOTE: This paper includes complex statistical analysis; students can skip over this if they are unable to understand); (3) Rodney, Walter, *How Europe Underdeveloped Africa*, Chapter 6

Week 8: October 27: Colonialism, Missionaries, and Religion—(1) Woodberry, Robert, “The Missionary Roots of Liberal Democracy”; (2) Cogneau, Denis and Alexander Moradi, “Borders that Divide”; (3) Lange, “Modernity and Ethnic Violence in Africa, Asia, and Latin America”

Week 9: November 4: Colonialism and Ideas I—(1) Porter, Andrew, “Empires in the Mind,” 185-223; (2) Fanon, Frantz, *Black Skin, White Masks*, 7-40; (3) Cohn, Bernard, “The Census, Social Structure and Objectification in South Asia”

Week 10: November 11: Colonialism and Ideas II—(1) Said, Edward, *Orientalism*, 1-92.

Week 11: November 18: Colonialism and Gender—(1) Van Allen, Judith, “Sitting on a Man”; (2) Hunt, Nancy Rose, “Domesticity and Colonialism in Belgian Africa”; (3) Stevenson, Winona, “Colonialism and First Nations Women in Canada.” PAPER OUTLINE DUE.

Week 12: November 25: Colonialism and Ethnic Conflict—(1) Horowitz, Donald, *Ethnic Groups in Conflict*, 141-184; (2) Mamdani, M., *When Victims Become Killers*, 41-102; (3) Lieberman and Singh, “The Institutional Origins of Ethnic Violence”

Week 13: December 1: No Readings