Course title: Colonialism and Post-Colonialism
Course code: ANTH 3001 LILC
Programs offering course: Language and Culture
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring 2021

Course Description
This course provides a critical introduction to debates in the fields of anthropology and history about the topics of colonialism and empire, drawing upon our location in Lisbon. The legacy of Portuguese colonialism is hotly contested in contemporary Portugal, at the intersection of cultural, political, economical and identitarian issues about race, nation, empire, migration and ethnicity. This course employs an interdisciplinary approach to examine Portuguese expansion and colonization in diverse settings in the Americas, Africa and Asia, examining its literary, material and embodied legacies. We will probe concepts of culture, race, ethnicity and identity to consider how Western colonization was co-constitutive of the contemporary landscape of concepts of otherness and difference. We will also critically engage imperial narratives of Portuguese history, reflecting upon the multiple levels of power and influence connected with Portuguese administration in different time periods, ranging from the trans-Atlantic slave trade in the 16th century, British informal empire in the 19th century, and Portuguese settler colonialism in Africa during the estado novo. We will pay particular attention to processes of creolization, selective adaptation among indigenous elites, the emergence of religious syncretic movements, anti-imperial resistance from the 19th century, and identity and community formation between indigenous, migrants, settlers and colonists across the Americas, Africa, Asia, and Portugal itself.

Learning Objectives
By completing this course, students will:

- Evaluate a range of theoretical models for studying colonialism as a historical process, selecting appropriate frameworks for different time periods and contexts;
- Examine and argue about the complex legacies of Portuguese colonialism in terms of the formation of creole communities and languages, voluntary and forced migrations, religious change and cultural adaptation;
- Develop discussion skills on complex issues in a group setting, polishing their own analyses by comparing and contrasting their reasoned arguments with those of other students;
- Distinguish general characteristics of colonialism in multiple settings and across different time periods;
- Research and critically analyze academic literature in colonial studies and the anthropology of colonialism;
- Produce independent research on specific case studies, thereby honing analytical, writing and presentation skills.

Course Prerequisites
There are no course prerequisites.

Methods of Instruction
The course is structured to be highly interactive and interdisciplinary. Students are required to do assigned readings provided via Canvas so that they can actively discuss new material in class. They are additionally expected to independently review the material of previous sessions and summarize the core points of the current session. The course will employ a mix of lecture, joint close reading of assigned texts, group discussion of assigned texts, videos, discussions of news texts, and presentations by students. Students are expected to contribute to discussions and debates, which will in most cases not be about ‘right’ or ‘wrong’ points, but rather about using plausible arguments to analyze the history of colonialism and its contemporary legacies. Students will evaluate differing perspectives and develop critical thinking skills. In order to encourage inquiry-based learning, students will be asked to answer questions, either individually or in groups, about further articles and chapters distributed in class. Two out-of-classroom experiences will complement the course by engaging students with historical and contemporary legacies of Portuguese colonialism.

Assessment and Final Grade
Course Requirements

Brief Documentary Essay

A brief documentary essay will be submitted at the end of the second week of classes. Selecting their choice of individual from a list of historical personalities provided by the instructor at the end of the first session, students will write a brief essay about the lived experiences of colonialism of the individual in question. The goal of the essay is for the students to go beyond discursive, conceptual understandings of colonialism to consider its local manifestations in individual lives. The essays should consider the space of agency held by the individual, the degree to which the individual collaborated in or opposed colonial rule, and the cultural identities understood as important by that individual. At least 3 external academic resources (academic article or book) should be consulted and cited. Submission must be via Canvas. Late submissions will not be accepted. The essay should be approx. two pages long, double-spaced, 12-size font (Times New Roman).

Midterm Exam

The midterm exam will focus on the first half portion of the course. It will serve to assess students’ critical thinking skills and acquisition of theoretical and content-based competencies. Students will be presented at the beginning of the exam with a list of ten essay questions, based on material covered in class. They will have the entirety of the midterm exam session to respond to their choice of two of these questions. Students are allowed to bring all material and notes to class, and must bring their laptops, as the exam will be administered via Canvas. They will be expected to write responses in clear and concise English, with well-structured sentences, deploying the conceptual vocabulary discussed in class.

Presentation

Ongoing throughout course. Students will each deliver an individual presentation, based on a topic of their choice connected with the general themes covered each week. It should not last more than 15 minutes and will be followed by a Q&A session. The presentations will be tiered out throughout the course with varying topics, allowing for a range of student interests to be catered to. Slots will be allocated, and the rubric discussed during week 2.

Outline of Research Paper

Prior to finalizing their research paper, students will submit a one-page outline of their preliminary research findings during the penultimate week of class, prior to the last session of that week, via Canvas. During an in-class seminar session, students will discuss their outlines and work, in consultation with the teacher, to improve them.

Research Paper

Prior to the beginning of the last session of the course, students will submit a final research paper to the instructor via Canvas. The possible topics will be discussed in class after the midterm examination. Students are encouraged to choose their own topic in consultation with the instructor. In addition to drawing upon a synthesis of the in-class discussions and readings, students are encouraged to make use of additional material offered in the bibliography as well as those discoverable electronically via the online collections of their home institutions. The research paper should be approximately 3,000 words in length and follow professional academic standards relating to formatting, spelling, grammar, citations and bibliography.

Class Participation

Students are encouraged to actively participate in class discussions and thereby contribute to the interactive approach to the course. It is expected that students read the assigned texts carefully, take notes and prepare questions in order to help foment class discussion characterized by well-built arguments and constructive ideas. The aim should be to not only reconstruct well-established opinions but also to provide critical interpretation and further develop existing ideas in creative ways. The participation grade will be assessed holistically, balancing the
quality and pertinence of in-class interventions with students’ preparation for each session (homework). Feedback will be provided every three weeks by means of grades entered in via Campus. Students are welcome to contact the instructor for additional feedback.

Attendance

Regular class attendance is required throughout the course. Penalties for absences will be applied in accordance with standard procedure for CIEE Lisbon. Attendance at the out-of-classroom learning experience is obligatory; non-attendance of these will be penalized the same as way as classroom based sessions.

Academic Integrity

All work presented by students must be original. Failure to cite or acknowledge all sources used, drawing on unauthorized assistance one exams, presenting the work of another as one’s own, submitting the same essay in more than one class, or submitting work that has already earned credit at another institution will not be tolerated. This penalty may range from failure in the course to dismissal from the program. The Academic Director at CIEE Lisbon will be involved in decision-making in all cases of possible violation of academic integrity.

Grading Policy

Assignments will be assessed and graded by the instructor within two sessions after submitting via Canvas. Assessment will use rubrics provided on Canvas; grading will be in line with general CIEE policy. Do note that the grades reported by CIEE may not match the graded ultimately awarded by the home institution.

Out-of-Classroom Learning Experiences

Two out-of-class learning experiences will bring students in touch with the historical and contemporary valences of colonialism and post-colonialism in contemporary Lisbon.

Weekly Schedule

Week 1

Class: 1.1 Introduction: Situating Colonialism and Postcolonialism

Introduction

Class: 1.2

Situating Colonialism and Postcolonialism


Week 2

Class: 2.1 Colonial knowledge and discourses of power: appropriating the “other”

Colonial knowledge

Class: 2.2

Discourses of power: appropriating the ‘other’


Brief Documentary Essay due.

Week 3

Class: 3.1 The Culture of Colonialism

Objects, gestures, and colonialism
Week 4
Class: 4.1 Representing Others
Images, photography and colonialism

Class: 4.2 Museums and colonialism


Week 5
Class: 5.1 Race and Racism
Race and identity

Class: 5.2 Racism and colonialism


Week 6
Class: 6.1 Gender, race, and colonial power relations

- Etienne, Mona, 1980.

Class: 6.2 MIDTERM

Week 7
Class: 7.1 Challenging Colonialism
Protests and confrontation in colonial settings

Class: 7.2 The post-colonial colony

Week 8
Class: 8.1 Ethnicity and National Identity
Local vs. colonial identities

Class: 8.2
Ethnicities and nationality

- Berman, Bruce, 1991.

Week 9
Class: 9.1 Cultural Syntheses (1): Religious Syncretisms
Religious syncretism in Asia

Class: 9.2
Religious syncretism in Africa and Brazil


Week 10
Class: 10.1 Cultural Syntheses (2) Creolization
Creolization in Asia

Class: 10.2
Creolization in Africa and Latin-America


Outline of Research Paper Due

Week 11
Class: 11.1 Trans-national identities and multiculturalism
Diaspora and cosmopolitism

Class: 11.2
Multiculturalism, colonialism and postcolonialism

- Clifford, James, 1997.
- Rane, Halim & Sumra Salem, 2012.

Research Paper Due
Course Materials

Readings


