ENG 457/557: Comparative Literature: Colonialism
Major works from Europe and the non-Western world during the colonial era: 1800-1945.
Not offered every year. (H) (NC) (Bacc Core Course)
Core, Synth, Global Issues

Rationale for conversion to four credits: Students will do individual presentations connecting web site materials with readings done for class that cover various interactions between Africa and the West. Students will explore newly available electronic archives such as the scanned version of the Description of Egypt, a thirty volume project ordered by Napoleon Bonaparte [http://descegy.bibalex.org/index.html; the Herskovits Library of African Studies Winterton Collection of East African photographs (1860-1960) at Northwestern University [http://www.library.northwestern.edu/africana/winterton/sampleimages/photographs/index.html]; the University of Wisconsin audio and visual archive, “Africa Focus: Sights and Sounds of a Continent” [http://digicoll.library.wisc.edu/AfricaFocus/About.html]; and the video “Dogon site” [ttp://www.dogon-lobi.ch/index_1024.htm].

This Course continues to meet all outcomes for Global Issues.

The four credit version will:
- Add presentations connecting use of digital sources and electronic archives to primary literary and cultural texts:
- Add instruction in research incorporating digital and print sources, visual and verbal.
The core syllabus is the three credit version recently taught.

Course Description

The European imperialism of the 19th century was as much about mind as it was about matter. As the Western powers sent out expeditionary forces and mapped the "unknown" part of the globe into their own spheres of influence, so too did they create cognitive maps that justified empire. In the year 1800 Europeans occupied or controlled 35% of the land surface of the world; by 1878 this figure had risen to 67%, and by 1914 to 84%. This course will look at the ways in which empire justified itself in writing. It will also look at how those who suffered these acts of empire wrote back. Traveling up the Nile, we will begin with Napoleon's invasion of Egypt, first, as seen by an Egyptian notable, Sheikh Al-Jabarti; second, as seen by Napoleon's personal secretary, Louis Antoine Fauvelet de Bourrienne; and third, as drawn by Napoleon's engineers and scholars. Next, we will look at the Nile in mid-19th-century as seen through the eyes of European travelers like Gustave Flaubert (Flaubert in Egypt) and Florence Nightingale. Next, we will travel up the Congo river to understand the "scramble for Africa" led by King Leopold II of Belgium. We will examine the stories of travelers who trekked and steamed up the Congo River and gave an accounting: first, in Henry M. Stanley's Through the Dark Continent; Roger Casement’s “Report to Parliament on the Congo; Joseph Conrad's Heart of Darkness; and finally, in the "local" novel by René Maran, Batoula. Finally, we will explore the concept of “white man’s burden” as it occurs in the writing of Rudyard Kipling in his poetry about colonial wars, his stories about imperial soldiers and adventurers in India and “Kafiristan” (an imagined
country that resembles Afghanistan). Throughout the term, we will look at the "civilizing mission" in Africa and the discourse regimes that created, supported and perpetuated it.

Course Requirements:
Students' written work will examine at the discourse of "empire," through assignments involving analysis of 1) the "representation" of the colonized by the colonizers, 2) the indigenous commentary on the invaders, 3) the way each group constructed themselves and their "others." Students will be asked to do short writing assignments both in and out of class on the weekly readings and web material. Student will also be responsible for doing short presentations on the key web sites connected to the class readings. In addition, students will be responsible for a midterm essay, and a final paper due by the time of the final examination. Final papers for graduate students will differ in length from those of undergraduates.

Required Texts:
Al-Jabarti, *Napoleon in Egypt* (Weiner)
Flaubert, *Travels in Egypt* (Penguin)
Maran, *Batoula* (Heinemann)
Damrosch, ed. *Heart of Darkness*, *The Man Who Would Be King*, etc. (Pearson Longman)
Spurr, *The Rhetoric of Empire: Colonial Discourse in Journalism, Travel Writing, and Imperial Administration* (Duke)
Other short excerpts from works from the colonial period will be indicated on Blackboard.

Grading: Undergraduates: Graduates:
Participation/Presentations: 20% 20%
Midterm essay: 30% 30%
Final Paper: 50% 50%

Grading Scale:
A: 100 to 93  A-: 92 to 90
B+: 89 to 87  B: 86 to 83  B-: 82 to 80
C+: 79 to 77  C: 76 to 73  C-: 72 to 70
D+: 69 to 67  D: 66 to 63  D-: 62 to 60
F: 59 or less

Final scores will be rounded up to the closest half-percentage point.

Course Policies:

Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

-Link to Statement of Expectations for Student Conduct, i.e., cheating policies [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)
**Learner Expectations:**
1. Come to class on time and stay the entire class period;
2. Complete reading and written assignments by the date indicated
3. Participate in class discussions and activities

**Learner Outcomes:**
1. Ability to define theoretical concepts such as cultural studies, colonial/postcolonial discourse, power/knowledge, Orientalism;
2. Ability to do discourse analysis as evidenced by close readings of assigned texts and in writing-to-learn assignments;
3. Familiarity with new online archives available on the region and period covered by the course texts;
3. Demonstrated knowledge of the connection between literary representation and colonial policy, shown in a midterm essay on class readings, and ability to carry on a sustained argument about colonial discourse, shown in a final term paper.

**Schedule of Readings**

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<tr>
<th>Date</th>
<th>Reading</th>
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<tr>
<td>Week 1</td>
<td><strong>Introduction to the Course: “The Social Imaginary and Colonial Discourse&quot;</strong></td>
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<td>Africa, a cognitive map; Spurr, “Introduction”</td>
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<td>Al-Jabarti, “Introduction” (pp. 1-15)</td>
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<td>Week 2</td>
<td>“Memoirs of Fauvelet” in Al-Jabarti (pp. 133-166); Spurr, Chapter 1-</td>
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<td>“Surveillance: Under Western Eyes”</td>
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<td>Al-Jabarti, <em>Chronicle of the French Occupation, 1798</em> (pp. 19-61); Spurr,</td>
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<td>Chapter 2- “Appropriation: Inheriting the Earth”</td>
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<td>Al-Jabarti, <em>Chronicle of the French Occupation, 1798</em> (pp. 61-118)</td>
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<td>Week 3</td>
<td>MLK Day – No Class</td>
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<td>Said on Orientalism in Al-Jabarti (pp. 167-180)</td>
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<td>Discussion of Napoleon’s <em>Description of Egypt</em></td>
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<td><em>Orientalism</em> (video)</td>
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<td>Week 4</td>
<td>“Discovering” Africa (Bruce, Cailliaud, The African Association, Royal</td>
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<td>Geographical Society, Livingstone) and Florence Nightingale, excerpts from</td>
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<td>her letters about traveling up the Nile</td>
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<td>Flaubert, <em>Travels in Egypt</em> (Chapters 1-3); Spurr, Chapter 3- “Aestheticization: Savage Beauties”</td>
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<td>Flaubert, <em>Travels in Egypt</em> (Chapters 4-5); Spurr, Chapter 4- “Classification: The Order of Nations”</td>
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<td>Week 5</td>
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<td><strong>Flaubert, <em>Travels in Egypt</em> (Chapters 6-7)</strong></td>
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<td><strong>Flaubert, <em>Travels in Egypt</em> (Chapters 8-10)</strong></td>
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<td><strong>Florence Nightingale, <em>Selected Letters</em> (handout); Spurr, Chapter 5-“Debasement: Filth and Defilement”</strong></td>
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<th>Week 6</th>
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<td><strong>Scramble for Africa – Stanley, King Leopold, Roger Casement, E.D. Morel; Spurr, Chapter 6- “Negation: Areas of Darkness”</strong></td>
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<td><strong>Stanley, excerpts from <em>Through the Dark Continent</em> and “Address” in Damrosch ed. (pp. 232-250); Spurr, Chapter 7- “Affirmation: The White Man's Burden”</strong></td>
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<td><strong>Olaudah Equiano in Damrosch ed. (pp. 218-232); Mary Kingsley (excerpts)</strong></td>
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<th>Week 7</th>
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<td><strong>Joseph Conrad, <em>Heart of Darkness</em> (pp. 124-132); Spurr, Chapter 8-“Idealization: Strangers in Paradise”</strong></td>
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<td><strong>Joseph Conrad, <em>Heart of Darkness</em> (pp. 132-160); Spurr, Chapter 9-“Insubstantialization: Seeing as in a Dream”</strong></td>
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<tr>
<td><strong>Joseph Conrad, <em>Heart of Darkness</em> (pp. 160-186); Spurr, Chapter 10-“Naturalization: The Wilderness in Human Form”</strong></td>
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<th>Week 8</th>
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<tr>
<td><strong>Joseph Conrad, <em>Heart of Darkness</em> (pp. 187-213); Spurr, Chapter 11-“Eroticization: The Harems of the West “</strong></td>
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<td><strong>Conrad, “Congo Diary” and Roger Casement, “Report to Parliament on the Congo” (pp. 251-269)</strong></td>
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<td><strong>René Maran, <em>Batouala</em>, “Introduction” and “Preface”</strong></td>
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<th>Week 9</th>
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<td><strong>Maran, <em>Batouala</em>, Chapters 1-5</strong></td>
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<td><strong>Maran, <em>Batouala</em>, Chapters 6-13</strong></td>
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<tr>
<td><strong>“Empire and its Discontents” in Damrosch ed. (poems and essays, pp. 82-121); Spurr, Chapter 12- “Resistance: Notes Toward an Opening”</strong></td>
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<th>Week 10</th>
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<td><strong>Kipling and India (poems pp. 2-23)</strong></td>
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<td><strong>Kipling, “Without Benefit of Clergy” (pp. 24-45)</strong></td>
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<td><strong>Kipling, “The Man Who Would Be King” (pp. 46-79)</strong></td>
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<th>Week 11</th>
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<td><strong>Final 1400 [Term Papers due]</strong></td>
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