CHILDHOOD AND EMPIRE: THEMES IN EUROPEAN IMPERIALISM
COURSE OVERVIEW

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COURSE DESCRIPTION:
This course explores the multifarious relationships between the concepts of childhood and European imperialism in the nineteenth and twentieth centuries. At one level we will consider how childhood and development became metaphors for the imperial experience of the colony (e.g., the European depictions of the ‘child-like’ native). At another level, we will look at the various ways that the imperial state mobilized children to serve in the imperial project (whether it be through the classroom or participation in youth organizations like the Boy Scouts during the early twentieth century). Since definitions of childhood were central to the formation of colonial and post-colonial identities, the course will also examine memoirs and novels of those individuals who grew up under colonialism. We will examine a variety of texts including government documents, children’s literature, novels, and films.

COURSE OBJECTIVES:
This course is meant to serve a variety of goals. First, it is meant to acquaint you with the nature of European imperialism in the nineteenth and twentieth centuries through the lens of childhood. By exploring particular topics within imperialism in greater depth, this course will enable us to understand the far-reaching impact that imperialism had upon both the culture and society of colonizer and colonized. The nature of this approach will acquaint us with different historical approaches. To study the history of imperialism through the perspective of childhood is to move beyond a cursory look at conquest and requires us to consider imperialism in terms of the hows and whys (i.e., why was it pursued, how was it justified and maintained, why did it end) and in terms of relationships (such as the relationship between education and imperialism, identity formation and colonialism, and the nature of the relationship between colonizer and colonized,). As a result we will need to look at political, social, cultural, and economic histories. The most significant objective of this course is to help train us to be critical readers, thinkers, and writers. The various assignments for class are intended to provide opportunities for you to develop a critical understanding of the histories of imperialism and childhood and to present your arguments in clear persuasive essays and presentations. Such skills will be crucial to your future success and achievements at Holy Cross and your life beyond the hill.
**COURSE READINGS:**

Our readings will include current historical scholarship as well as a host of primary sources including government documents, novels, memoirs, and films. Scott Cook's *Colonial Encounters* and Colin Heywood's *A History of Childhood* will serve as basic introductions into the histories of European imperialism and childhood. The course relies heavily upon scholarly articles, which have been placed on Electronic Reserve and are accessible through our Blackboard Classroom. Please bring assigned readings to class on the assigned days.


Bapsi Sidhwa, *Cracking India* (Milkweed Editions, September 1992)

Alexandra Fuller, *Don’t Let’s Go to the Dogs Tonight* (Random House, 2003)

Optional: Jean de Brunhoff, Kevin Henkes. *Bonjour Babar! 6 Unabridged Classics* (Random House, 2000, ISBN: 0375810609) (copies of selected stories will be given out to class)

**EVALUATION:**

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<th>DISCUSSION &amp; QUIZZES:</th>
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<tr>
<td>A 93-100</td>
<td>Excellent</td>
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<td>A- 90-92</td>
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<td>B+ 87-89</td>
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<td>B  83-86</td>
<td>Good</td>
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<td>B- 80-82</td>
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<td>C+ 77-79</td>
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<td>C  73-76</td>
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<td>C- 70-73</td>
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<td>D+ 67-69</td>
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<td>D  63-66</td>
<td>Low Pass</td>
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<td>D- 60-63</td>
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<td>F  0-59</td>
<td>Failure</td>
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**Discussion and Quizzes:**

This course relies heavily upon participation and discussion. Read and think about the assignment before coming to class. With text in hand, be prepared to participate actively in class. Expect regular brief in-class quizzes and writing assignments on the reading.

**Short Essays:**

You will write five brief essays (around 5 pages each) devoted to the readings we discuss in class. During the course, we will also discuss essay-writing strategies and highlight components to good essay writing. These essays will be due at the beginning of class. Points will be deducted for students who show up late to class on these days.

**Mock Research Paper Project:**

During the course of the semester, you will hone your skills in historical research by undertaking a mock research project. Please choose a topic from the provided choices listed on our BlackBoard classroom. Your final project will include a polished research project proposal that not only describes your research project, but also introduces the problem and the historical literature. In addition, you will include an annotated outline that offers a narrative map of how you would intend to substantiate the argument if you were to complete the project. As you chart your argument in this section, you will discuss the evidence and sources that would best highlight your points. This final project will also include a lengthy annotated bibliography that analyzes and assesses both primary and secondary sources relevant to your project. We will discuss the projects and share our insights about the process throughout the course of the semester. See relevant due dates for drafts of research proposal, annotated bibliography, and descriptive development of argument and sources in the Course Calendar. Projects will be due at our scheduled exam period when we will convene for our own mini-conference to present our projects to our classmates.
COURSE EXPECTATIONS AND POLICIES:

When to Read: I assign textbook readings on a weekly basis and these readings should be completed by the beginning of that week. All other readings (whether separate texts or Blackboard documents [BB]) should be read for the day that they are assigned.

Office Hours: I encourage you to stop by my office and introduce yourself to me in the next few weeks as well as to stop by throughout the course of the semester. I have a number of office hours every week and would look forward to meeting any student who needs review or clarification about lectures, readings, and assignments.

Blackboard Classroom: We will use this site not only to access administrative postings and course materials but also to drop off assignments and post responses about readings to the discussion board. If you have any problems, please contact the Help Desk (Fenwick B22) at x3548 or email: helpdesk@holycross.edu.

Academic Integrity and Course Conduct: The strength of this course will depend upon our relationships with each other. The classroom environment (whether in lectures, discussions, or on Blackboard) should encourage participation and discussion. Although we won’t always agree with each other’s opinions, I expect that all of us will treat each other with respect. To foster that community of learning, I would ask that you arrive on time, turn your cell phones off and try to avoid classroom disruptions that detract from the intellectual task at hand.

In addition, the intellectual foundation upon which this course rests is Academic Integrity. All work that you turn in for this course (whether for correspondence, essay, exam or quizzes) must be your own. For information on Holy Cross’s policy on academic integrity, please see page 13 of the Holy Cross Catalog and the History Department’s own guidelines to avoid plagiarism: http://www.holycross.edu/departments/history/website/plagiarism.htm. Any form of plagiarism (intentional and unintentional), cheating, or presenting someone else's work as one's own will be treated as a serious academic transgression, with a penalty ranging from receiving a 0 on an assignment to expulsion from the college. In addition, I will include a citation of this act of academic dishonesty with your university file. Before we set down to write the first assignment, we will review the ethics and responsibilities of research.

Late Papers: All students are expected to turn in their assignments by the beginning of the class period on the dates scheduled. Penalties will apply for all papers received after the assigned time.

Retaining Coursework and Copies of Assignments: All students are required to hold onto all graded assignments (exams and papers) until the final grade is announced. In addition, students are expected to retain a xerox copy of their papers until their graded papers have been returned.

Attendance and punctuality: The quality of any class depends on your investment in it and repeated absences will impede your individual progress in this course. Attendance and punctuality will be expected for lectures and discussions throughout the course. Although missing a class will not adversely affect your grade, repeated absences will not only hamper your understanding of the material but will also automatically lower your participation grade and your overall class grade. For example, any student missing three discussions will fail her/his discussion/participation grade.

COURSE CALENDAR

Week 1:

First Day Introductions
In Class Reading and Discussion of Jonathan Swift’s A Modest Proposal

Week 2:

Nineteenth and Twentieth Century Imperialism
Cook, Colonial Encounters, Introduction (xii-xv), Ch. 1: The Last Wave: Europe's Conquest of Africa, 1880-1900 (1-32)

Cook, Colonial Encounters, Ch. 3: Patterns & Contexts: Colonizing Technologies (65-72); Ch. 5: Patterns and Contexts: Imperial Diasporas (103-112)
Week 3: **History of Childhood in Context**

**Library Orientation for Projects**

Week 4: **Education, Civilization and Imperialism**
1) Willinsky, *Learning to Divide the World*, Ch. 1: “Where is Here,” (1-20)
   Ch. 4: “The Educational Mission” (89-112)
2) Thomas Babington Macaulay’s, “Minute of 1835 on Indian Education”

**Watch** *Sugar Cane Alley* at 7pm

**Take-Home Map Quiz Due**
1) Homi Bhabha, “Of Mimicry and Man: The Ambivalence of Colonial Discourse,” (152-161)

Week 5: **Civilization, Social Darwinism, and Race**
2) Ashis Nandy, “Psychology of Colonialism,” in *The Intimate Enemy* (1-18)

**Short Essay due**
2) de Brunhoff’s *The Story of Babar* and *Babar the King*

Week 6: **Imperialism, Motherhood, and Citizenship**


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**Week 7:**

**Childhood and the Imperial Project:**

Kipling, “Wee Willie Winkie” on ERES

**Research Project Proposals Due**

Kipling, “White Man’s Burden” in *Kim* (pp. 260-261)
Begin Kipling’s *Kim* (3-52)
Blair King, “*Kim* in Historical Context” (pp. 297-309)

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**Week 8:**

**Who is Kim?**

Kipling, *Kim* (53-156)
Sara Suleri, “*Kim’s* Colonial Education” (pp. 406-410)
Suvir Kaul, “*Kim*, or How to be Young, Male, and British in Kipling’s India” (426-436)

**Short Essay Due**

Kipling, *Kim* (156-240)

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**Week 9:**

**The Scouting Movement and Imperial Boyhood/Manhood**


2) Dennis Judd, Ch. 16, “Scouting for Boys” in *Empire* (1997), pp. 201-213


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**Week 10:**

**The Congo: Domesticating the Empire for Colonizer and Colonized**

Cook, *Colonial Encounters*, Ch.2: “Heart of Imperial Darkness,” (.32-64)

**Draft of Annotated Bibliography Due**

Herge, *Tintin in the Congo*

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**Week 11:**

**Childhood & Independence in the Liberationist Struggle**

Bapsi Sidhwa, *Cracking India* (first third)

**Watch** Deepa Mehta’s *Earth*

Bapsi Sidhwa, *Cracking India* (second third)
**Week 12:**

**In Empire’s Wake: Aboriginal Child Removal**

**Short Essay due**

**Watch Rabbit-Proof Fence at Kimball Theatre (3pm or 8pm)**


2) Look at: *Bringing Them Home report in 1997*
   

**Week 13:**

**Identity Formation and Language in the Postcolonial World**

1) Willinsky, *Learning to Divide the World*, Ch. 8: “Language, Nation, World” (189-211)


3) Ngugi We Thiong’o, Introduction and Chapter 1 “The Language of African Literature” from *Decolonizing the Mind* (London, 1981), (pp. 1-33)

**Draft of Argument Development and Supporting Sources Due**

**Week 14:**

**Growing up White in Southern Rhodesia**

Alexandra Fuller, *Don’t Let’s Go to the Dogs Tonight* (3-179)

Alexandra Fuller, *Don’t Let’s Go to the Dogs Tonight* (180-301)

**Week 15:**

**Final Thoughts and Conclusions**

**Short Essay due** on Fuller’s *Don’t Let’s Go to the Dogs Tonight*

Heywood, Conclusion (170-171)

Willinsky, *Learning to Divide the World*, Ch. 10:: Out of the Past (243-269)

**Week 16:**

**Final Exam Week**

**Class Conference for Presentation of Research Projects**

**Research Paper Due**