

Race, Religion, and Gender in French Colonialism

Fall 2013

AHIS 616/642: Readings in Late Modern Europe/
Culture and Society (9269/9342)

Thu 4:15-7:05, SL G24

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Office Hours: Mon 10:15-11:00, Tue 11:45-12:30, and Wed 11:30-12:30, and by
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Course Description

This graduate reading seminar will examine the history of modern French colonialism through the lenses of three key components of its ideological construction: race, religion, and gender. All three provided justifications and guiding principles for French colonizers, and had important effects upon the colonized. In a very real way, along with other factors, they “ordered” French colonialism, gave it shape. Exploring these topics will allow us better to understand the workings and effects of colonial rule, and its aftermath, upon everyone it touched. Readings will range from the nineteenth-century origins of the modern French colonial empire (the world’s second-most extensive, after the British empire), through the twentieth-century demise of formal empire in processes of decolonization, to postcolonial relationships in former colonized areas and in France itself. Themes we will address will include the intertwined histories of race and republicanism in colonial and metropolitan contexts, the role of attitudes toward both Christianity and Islam in shaping colonial and postcolonial modes of thought and politics, and the role of women, men, and sexuality in forming both mentalities and every-day interactions across colonial, racial, and cultural divides.

Requirements and Grading

Grades will be based upon the satisfactory completion of all of the following requirements:

- Attendance and active participation in seminar discussions (50%)
- One 25-page final essay (50%)

Attendance and active participation in class discussions are mandatory. You must complete all of the week’s assigned reading by the beginning of class that week, and be prepared to discuss it with the group.

The **final essay** will be due no later than 5 December, and will make use of the readings from the class and other relevant materials to make judgments about both the history and the historiography of French colonialism. More specifically, you will choose to investigate in greater depth one of the major topics in French colonialism that we are examining in this course—race, religion, or gender—and will survey the relevant historiography. You will choose one of these three areas by 26 September and will submit a 1-2 page prospectus outlining your plans to explore the topic, including a bibliography of relevant readings. I

will then provide feedback and suggestions about further reading, and you will work on your paper as we proceed through the semester.

Please take note of the policy of the Department of History on **plagiarism**: “Plagiarism is taking (which includes purchasing) the words and ideas of another and passing them off as one's own work. If in a formal paper a student quotes someone, that student must use quotation marks and give a citation. Paraphrased or borrowed ideas are to be identified by proper citations. Plagiarism will result, at the minimum, in a failing grade for the assignment.” I would add that plagiarism violates the educational mission of the University, the ethical foundations of the scholarly endeavor, and the essential trust between instructors and students. Do not do it. If you do, and I catch you, I will enforce the appropriate penalty, including referral to University authorities for formal adjudication and sanction.

As you may imagine, the University at Albany as a whole also takes plagiarism and other issues of academic integrity very seriously. Please familiarize yourself with the **Standards of Academic Integrity** published in the Undergraduate Bulletin (http://www.albany.edu/undergraduate_bulletin/regulations.html).

I will make reasonable **accommodations** in this course for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

Readings

The required readings, which we will discuss in seminar each week, also appear in the schedule below. Three of the full-length books we will read are available for purchase at the bookstore:

- Dana S. Hale, *Races on Display: French Representations of Colonized Peoples*
- Jennifer Anne Boittin, *Colonial Metropolis: The Urban Grounds of Anti-Imperialism and Feminism in Interwar Paris*
- Camiscioli, *Reproducing the French Race: Immigration, Intimacy, and Embodiment in the Early Twentieth Century*

The following book is not available at the bookstore, but you may easily purchase it elsewhere (for instance on Amazon.com: <http://www.amazon.com/Only-Muslim-Embodying-Twentieth-Century-France/dp/0801478316>). It and Camiscioli's book are also on reserve in the Library.

- Naomi Davidson, *Only Muslim: Embodying Islam in Twentieth-Century France*

Schedule

Each week will feature different readings that address one or more of the three major themes of this class: race, religion, and gender. As you read each article, chapter, or book, note what it contributes to our knowledge in these areas and, crucially, how it helps illuminate the relationships and interactions among the three areas. Note also what each reading can contribute to your own, more focused thinking about the area you have chosen to explore in your final essay.

The articles and chapters that make up the bulk of our common readings will be available on the course Blackboard site (accessible via MyUAlbany).

8/29—Introduction and Background: Greater France and Colonial Ideology

Reading

William A. Hoisington, Jr., “Colonial Mission: France Overseas in the Nineteenth and Twentieth Centuries”

Alice Conklin, “The Civilizing Mission,” and “Colonialism and Human Rights, A Contradiction in Terms? The Case of French West Africa, 1895-1914”

Henri Bruschwig, “The Conference of Berlin,” “Clear Consciences”

9/5—University holiday, no class meeting

Reading

See next week, and begin reading and thinking about the topic for your final essay.

9/12—Background: Race, Religion, and Gender in French Colonialism

Reading

Tyler Stovall, “The Oldest Negro in Paris’: A Postcolonial Encounter”

Michael G. Vann, “The Good, the Bad, and the Ugly: Variation and Difference in French Racism in Colonial *Indochine*”

J.P. Daughton, “Introduction: Empire in an Age of Discord” (from *An Empire Divided*)

Charles Keith, “Introduction” (from *Catholic Vietnam*)

Jennifer Anne Boittin, “Feminist Meditations on the Exotic: French Algeria, Morocco and Tunisia, 1921-39”

Julia Clancy-Smith, “Islam, Gender, and Identities in the Making of French Algeria, 1830-1962,” and “The ‘Passionate Nomad’ Reconsidered: A European Woman in *L’Algérie française* (Isabelle Eberhardt, 1862-1920)”

Alice Conklin, “Redefining ‘Frenchness’: Citizenship, Race Regeneration, and Imperial Motherhood in France and West Africa, 1914-40”

Jean Elizabeth Pedersen, “Special Customs’: Paternity Suits and Citizenship in France and the Colonies, 1870-1912”

9/19—No class meeting, prepare paper prospectus

9/26—No class meeting, prospectus due

10/3—Race and Colonial Consciousness

Reading

Dana S. Hale, *Races on Display: French Representations of Colonized Peoples*

10/10—Race and Gender in the Metropolitan Metropolis

Reading

Jennifer Anne Boittin, *Colonial Metropolis: The Urban Grounds of Anti-Imperialism and Feminism in Interwar Paris*

10/17—Religion (etc.)

Reading

Elizabeth Foster, “An Ambiguous Monument: Dakar's Colonial Cathedral of the *Souvenir Africain*”

Sarah Curtis, “Emilie de Vialar and the Religious Reconquest of Algeria”

Kenneth J. Orosz, “Anti-Clericalism and French Language Policy in Cameroon, 1923-1939”

10/24—Islam in French Colonialism, and Beyond

Reading

Naomi Davidson, *Only Muslim: Embodying Islam in Twentieth-Century France*

10/31—Race (etc.)

Reading

Emmanuelle Saada, “An Imperial Question”

Hannah-Louise Clark, “Civilization and Syphilization: A Doctor and His Disease in Colonial Morocco”

11/7—No class meeting. First draft of essay due

11/14—Race, Immigration, Gender, and National Identity

Reading

Camiscioli, *Reproducing the French Race: Immigration, Intimacy, and Embodiment in the Early Twentieth Century*

11/21—Gender (etc.)

Reading

Ann Laura Stoler, “Carnal Knowledge and Imperial Power”

Joan Scott, “Symptomatic Politics: The Banning of Islamic Head Scarves in French Public Schools”

Carloyn J. Eichner, “*La Citoyenne* in the World: Hubertine Auclert and Feminist Imperialism”

11/28—No class meeting. Eat turkey and write paper

12/5—Final discussion and final essay due

Final Essay

The paper prospectus will be a 1-2 page plan for your longer, final essay, and will include a provisional bibliography. In the week or two following your submission of the prospectus, I will help you finalize the bibliography so that you may begin working through the literature, sharpening your thinking, and crafting your essay. Your essay will take as a starting point one of the three themes in French colonialism that we are examining in this course—race, religion, or gender—and will explore the theme in more detail. The common readings for the course will provide a foundation, but you will select further readings that extend your investigations in a particular direction. You may choose to refine further your chosen theme. For instance, you might pursue readings on religion that focus particularly

on Islam, or missionaries. Or you might explore gender in French colonialism through notions of motherhood, or the activities of women in the colonies. Or you might refine an examination of race through closer attention to medicine or racial mixing. Or you may simply take one of the broader three categories and survey the literature to see what stands out to you among the important issues. There are many possibilities, and you may discuss your ideas with me at any time. If you are unfamiliar with the history and historiography of French colonialism, that is no problem. In fact, reducing that unfamiliarity is what this course is all about. Our initial readings should give you a few ideas of what you might like to know more about, and again, I can talk more with you as you choose an area of emphasis.

So your prospectus will be brief and will merely outline the specific direction you intend to take your investigations and writing, the main questions you will seek to answer, and the main readings you will survey. But if I do not expect that you are intimately familiar with the historiography of French colonialism, how do I expect you to compile a bibliography when you've barely begun to acquaint yourself with the field? There are three main resources you can use:

1. The readings listed in the schedule of this syllabus. You will begin acquainting yourself with the field through the initial, introductory readings. Pay close attention to the names of the authors and the books or journals in which their chapters or articles appear. Undertake a library database or even a Google search using the author's name and find out what else they have written, and certainly consult the books in which their chapters appear (either edited collections, or their own monographs). Browse the tables of contents of journals such as *French Historical Studies* or *French, Politics, Culture & Society* to find more articles related to your theme.
2. Footnotes, endnotes, and bibliographies in the readings listed in the schedule of this syllabus. Professional historians pay careful attention to notes, since this is where we can find references to the sources on which an author has based her or his arguments. These are often excellent guides to the broader literature in the field.
3. The reading list below. The topics covered in this course are large, and the literature on them is extensive. The common readings listed in the schedule only scratch the surface, and the list below is not exhaustive either. However, it is a good starting point, and you will find many relevant references there.

After you've put together your prospectus and bibliography, I will go over them and offer comments and ideas about both the themes you'll be investigating and appropriate sources. After you've heard from me, please revise your bibliography and resubmit it, so that we may establish a final, definitive reading list for your essay. Even then, if you encounter new readings you'd like to add, or readings you'd like to eliminate in favor of others, we can discuss this as the semester goes on.

In the end, the most important aspect of this exercise is that you delve a bit more deeply into a topic that particularly interests you among the broader themes of the course. Also important is the opportunity you will have to engage with important and interesting arguments in the field, to think about them carefully, and to write engagingly about them. One important matter to keep in mind: you will be choosing one major theme, and perhaps even a narrower focus within that theme, but be aware that one of the reasons for exploring race, religion, and gender together in the French colonial context is that they were often

interrelated. You will certainly find that in writing about one, you will have something to say about the other two. So keep two important issues in mind as you read and write. First, the phenomena we are examining in this course overlap and intertwine. Second, the books and articles you will read are all in conversation with each other about these topics. Your paper is not merely a summary list of what each work has to say about your topic, but is a description of how all of the scholarship works together to illuminate important aspects of your topic.

Finally, please pay particular attention to the technical aspects of your writing, both grammar and style. These are critical components of persuasive writing. Also pay close attention to these **technical parameters**: papers will be **typed**, with **double-spaced**, **numbered**, and **stapled** pages, **one-inch margins**, and **12-point Times New Roman font**. At the top of the first page, put your name and a title for your proposal/essay.

Your final essay will cite all the sources you've consulted in footnotes, according to standard scholarly practice and format (*Chicago Manual of Style*; for quick reference, see: http://www.chicagomanualofstyle.org/tools_citationguide.html). Please also include a bibliography (in *Chicago* style) listing all works consulted.

Further Reading

This list is not exhaustive, but can serve as a starting point for further investigation. Although I have divided it topically, listing works according to their primary relevance to one of our three main themes, note that many works are relevant to more than one theme. In fact, many of these works address two or even all three themes explicitly. So be sure to survey the list in its entirety, and examine each of the works for what it might have to say about your chosen theme of interest.

Race (and Colonial Ideology)

Raymond Betts, *Assimilation and Association in French Colonial Theory*

Henri Brunschwig, *French Colonialism, 1871-1914: Myths and Realities*

Herrick Chapman and Laura Frader, eds., *Race in France*

William Cohen, *The French Encounter with Africans*

Alice Conklin, *A Mission to Civilize*

Frederick Cooper and Ann Laura Stoler, eds., *Tensions of Empire*

Elizabeth Ezra, *The Colonial Unconscious*

Frantz Fanon, *Black Skin, White Masks*

Richard Fogarty, *Race and War in France*

Bruce Hall, *A History of Race in Muslim West Africa, 1600-1960*

Herman Lebovics, *True France*

Patricia Lorcin, *Imperial Identities*

Neil MacMaster, *Colonial Migrants and Racism*

Sue Peabody and Tyler Stovall, eds., *The Color of Liberty*

Emmanuelle Saada, *Empire's Children*

William H. Schneider, *An Empire for the Masses*

Martin Thomas, ed., *The French Colonial Mind* (2 vols.)

Owen White, *Children of the French Empire*

Gary Wilder, *The French Imperial Nation State*

Religion

Ellen Amster, *Medicine and the Saints*

John R. Bowen, *Can Islam Be French?*
Julia Clancy-Smith, *Rebel and Saint*
Ian Coller, *Arab France*
Sarah Curtis, *Civilizing Habits*
J.P. Daughton, *An Empire Divided*
Elizabeth Foster, *Faith in Empire*
Christopher Harrison, *France and Islam in West Africa, 1860-1960*
Eric Jennings, *Vichy in the Tropics*
Charles Keith, *Catholic Vietnam*
Kenneth J. Orosz, *Religious Conflict and the Evolution of Language Policy in German and French Cameroon, 1885-1939*
Brian J. Peterson, *Islamization from Below*
David Robinson, *Paths of Accommodation*
Joshua Schreier, *Arabs of the Jewish Faith: The Civilizing Mission in Colonial Algeria*
Todd Shepard, *The Invention of Decolonization*
George R. Trumbull IV, *An Empire of Facts*
Owen White and J. P. Daughton, eds., *In God's Empire*

Gender

Robert Aldrich, *Colonialism and Homosexuality*
Brett Berliner, *Ambivalent Desire: The Exotic Black Other in Jazz-Age France*
Nupur Chaudhuri and Margaret Strobel, eds., *Western Women and Imperialism*
Julia Clancy-Smith and Frances Gouda, eds., *Domesticating the Empire*
Matt Matsuda, *Empire of Love*
Elizabeth Thompson, *Colonial Citizens*
Rebecca Rodgers, *A Frenchwoman's Imperial Story*
Joan Scott, *The Politics of the Veil*
Ann Laura Stoler, *Carnal Knowledge and Imperial Power*
Ann Laura Stoler, *Race and the Education of Desire*
Françoise Vergès, *Monsters and Revolutionaries*

Articles

Look for articles by the authors above, and browse the tables of contents going back 10-20 years of *French Historical Studies*, *French, Politics, Culture & Society*, *American Historical Review*, *Journal of Modern History*, *Contemporary French Civilization*, *French Colonial History*, *Journal of World History*, *French History*, *Modern and Contemporary France*, *Historical Reflections/Réflexions Historiques*, and so on. See also the notes and bibliographies of the books above.

Literature in French

If you read French and would like to include works in French in your bibliography, please let me know and I can help guide you to the relevant literature.