This undergraduate seminar examines the processes of colonization and decolonization that define the making of a modern, integrated world (c. 1500 to the present). “Colonization” may refer to any process by which an entity (plant, animal, human society) transfers and establishes itself in an area of a different character. Human societies have migrated and colonized new areas throughout human history, at times to previously uninhabited areas and at times adjoining, displacing or subordinating existing populations. Throughout human history colonization has meant the spread and exchange of cultures, the development of trade networks, war, and the construction and decline of empires.

In this course we focus on the spread of European influence and hegemony throughout the world from the age of discovery in the late fifteenth and sixteenth century to the era of decolonization after World War II and postcolonial realities of the present. We are interested in the processes and contents of social and cultural contact and exchange, the development of knowledge, and how they shape relations of power; the place of colonialism in the development of western capitalism; and the elements of colonial power and resistance, including ideologies of liberal political philosophy, social Darwinism, and nationalism. We will think about how ideas about civilization, religion, self and other, and freedom have evolved over time and shaped the making of the modern world. Class is held as a discussion seminar based on close reading of the primary-source documents.

This particular section of Colonization/Decolonization has been specially adapted for teaching in Columbia’s new semester abroad program in Mexico City, which will conjoin Columbia and CIDE students. Course sized is capped at 22. Although the course retains its global scope, weekly subjects are supplemented with Mexican primary sources that relate thematically to the central topic. A set of field trips have been designed and prepared specially to provide students with an experiential and hands-on sense of the colonial and anti-colonial archive that is visible in Mexico City and its environs.

Course requirements and evaluation:
- Reading journal—weekly posting on course website, under “class discussion”. This should be a short (500 words) “reaction” comment on one or more of the week’s readings. May include questions for class discussion. 30% of final grade.
- Participation in class discussion and field trips. 40% of final grade.
- Four essays (5-6 pages), each 30% of final grade.

Texts for purchase:

Course pack—uploaded to course website.
Note: *You must print out and bring the hard copy of the week’s readings to class.*

Three films, to be screened outside of class, dates/times TBA, for in-class discussion
(*Aguirre: Wrath of God*; *A Passage to India*; and *The Battle of Algiers*)

Class schedule with reading assignments

**Week 1. Jan 20. What is colonialism? (lecture and discussion)**

**Week 2. Jan 27. Before European hegemony**
*Travels of Marco Polo* (c. 1298), Book I, Prologue and Chapter 1; Book II, Chapters 1-2 and Chapters 17-26.

Film: *Aguirre: Wrath of God* (screened outside of regular class hours)

**Week 3. Feb 3. Discovery and exploration**
Christopher Columbus, First Voyage (selections), in *Personal Narrative of the First Voyage to America* (Boston, 1827) [Early Encounters in North America]
Bernardino de Sahagún, *Historia General de las Cosas de Nueva España: Que en doce libros y dos volúmenes*. Mexico 1829-30. Book 1, chapter 1; Book 2, Chapter 1, Book 3, Chapter 1, Book 4, Chapter 1, Book 5, Chapter 1, Book 6, Chapter 1, Book 7, Chapter 1, Book 8, Chapter 1, Book 9, Chapter 1, Book 10, Chapter 1, Book 11, Chapter 1, Book 12, Chapter 1.
“Secret instructions” to James Cook (Royal navy)
Royal Society instructions to Cook (1768)

**Field trip: Templo Mayor and site museum, Cathedral of Mexico, Zócalo** (guides: Dr. Pablo Escalante, Claudio Lomnitz)

**Week 4. Feb 10. Conquest of the Americas**

Claudio Lomnitz, *Death and the Idea of Mexico*, Part 1


James Lockhart (Ed. and Trans.), *We People Here: Nahuatl Accounts of the Conquest of Mexico* (selections) (University of California Press, 1993).

**Field trip: Tlaxcalla and Cacaxtla** (guide: Dr. Jaime Cuadriello)

**FIRST PAPER ASSIGNMENT**

**Week 5. Feb 17. Tea and Sugar**

Thomas Mun, “The qualities which are required in a perfect merchant of foreign trade,” in *England’s treasure by foreign trade. Or, the balance of our foreign trade is the rule of our treasure.* (1755)


“To preserve whole oranges” and “To make marmalade of oranges” in *The young lady’s companion in cookery, and pastry, preserving, pickling, candying, &c.* London,1734, pp 2-9, ECCO

Kouri, *A Pueblo Divided* (selected chapters)

**Week 6. Feb 24. Slave trade and slavery**

David Brion Davis, *Inhuman Bondage*, chapters 1-7

Stanley Engerman, Seymour Drescher, and Robert Paquette, eds., *Slavery: A Reader* (Oxford University Press) pp 113 to 121 and 154 to 165 (passages on "The Code Noir in Louisiana, 1685," "Virginia Slave Code, 1705," "Voyage of the James,

Field Trip: Tepoztlán and the sugar-producing region of Cuautla (guides: Prof. Juan Pérez Quijada and Claudio Lomnitz)

Week 7. March 2. American revolutions
Simón Bolivar, “The Jamaica Letter” (1815)
Servando Teresa de Mier, Memoirs (selections), translated by Helen Lane. New York: Oxford University Press.

SECOND PAPER ASSIGNMENT

SPRING BREAK: MARCH 7-11

Week 8. MARCH 16. Gunboat diplomacy and national humiliation
Agreement between Nabob Nudjum-ul Dowlah and East India Company (1765)
Treaty of Lahore (1846)
Lin Zexu, Letter of Advice to Queen Victoria (1839)
Alexander Murray, Doings in China (1843) (excerpt)
Treaty of Nanjing (1842)
Treaty of Tientsin (1858)
“Observations of the Coolie Trade” (1892)
“Abduction of Chinese by a Peruvian Ship” (1872)

Week 9. MARCH 23. Resistance and reform
“Boxers demand death for all foreign devils” (1900) (four short texts)
Sarah Conger, Letters from China (1909), pp. 88-108
Fei Qihao (Fei Ch’i Hao) on the Boxer Rebellion (1900)
King of Oude, Manifesto (Dehli Gazette, Sept. 1857)
VD Savarkar, *Indian war of Independence* (1909), introduction and Chapter 1

**Week 10. MARCH 30 Orientalism**
Edward Said, *Orientalism* (1975), introduction
Joseph Conrad, *Heart of Darkness* (1902)
T. Roosevelt, “The Strenuous Life” (1899)
(University of California Press), Chapter 2

*Film: A Passage to India*

*Field Trip: Ballet Folklórico de México* (guide: Claudio Lomnitz)

**Week 11. APRIL 4. The later colonialisms (Germany, the US, and Japan)**
George Steinmetz, “The Visual Archive of Colonialism: Germany and Namibia.” *Public Culture* 18(1)
Mark Twain, “To the person sitting in the darkness”(1900)
Nogi Harumichi, “I wanted to build Greater East Asia” and “Keeping order in the Indies”
Milton Murayama, *All I want is my body*

**THIRD PAPER ASSIGNMENT**

**Week 12. APRIL 11. Nationalism**
Lu Xun, “Diary of a Madman” from *Call to Arms* (1918)
Sun Yat-sen, “Fundamentals of National Reconstruction” (1923)
MK Gandhi, Call for non-violent resistance (1914)
MK Gandhi, *Hind Swaraj* (1938)
1917 Constitution of Mexico, Article 27

*Field Trip: Diego Rivera Murals and Palacio Nacional and SEP* (Guide: Dr. Alicia Azuela and Claudio Lomnitz)

**Week 13. APRIL 18. Decolonization**
UN Charter and UN Declaration of Human Rights (1945)
Statement from the Bandung conference (1955)

*Film: Battle of Algiers*
Week 14. APRIL 25. Post-colonies

Australia’s apology to indigenous peoples (2008)
Bolivian Constitution (2009) [selections]
Claudio Lomnitz, “Times of Crisis: Historicity, Sacrifice and the Spectacle of Debacle in Mexico City”
Dipesh Chakrabarty, Provincializing Europe (selection)
Achille Mbembe, On the Postcolony, Chapter 1.

FOURTH PAPER ASSIGNMENT

MAY 4. WRAP-UP SESSION AND CONCLUSION