

Western European Empires – from colonial past to postcolonial world

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M.A. level course

Credit value: 8 ECTS

Mandatory (for HIPS students)

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BRIEF INTRODUCTION:

This course is devoted to the history of the Western European colonial empires, with a particular focus in the case of Portugal and its empire, combining global and national perspectives. It covers the period between the early sixteenth century and the late twentieth century. The course will provide students with key insights on the historical development of the Western European colonial empires and will highlight the social construction of their memories. The uses of the colonial past in building and rebuilding collective (national) identities and for the legitimation and de-legitimation of modern polities will be explored. Particular emphasis will be placed on how that memory was contested and negotiated, and to what extent the legacies of empire are still present in the social, cultural and institutional fabric of both the former imperial powers and the post-colonial states.

Part 1 provides an overview of the Western European empires, from the early modern period to the twentieth century. Part 2 focuses on the Portuguese case and surveys topics such as slavery and its place in the Portuguese empire, and resistance against the Portuguese colonial rule. Part 3 is devoted to the nineteenth and twentieth century imperialism, as well as to the end of the colonial regime. Part 4 is about the presence of the colonial past in late twentieth century Portugal.

LEARNING OUTCOMES:

Having successfully completed this course, students will be able to demonstrate in-depth knowledge and understanding of:

- a) the several dimensions of the Western European colonial empires between the

sixteenth and the twentieth centuries;

- b) the various historiographical trends in the study of early-modern European colonial rule.
- c) recognize the value of the history of the European colonial rule to understand the present-day world;
- d) link processes of social change across the European colonial empires with current issues;
- e) locate and use a range of sources in the development of assessed work on the Portuguese colonial domination in a historical perspective;

enhance your critical thinking about the history of empires and their role in the making of the contemporary world

LEARNING ACTIVITIES AND TEACHING METHODS:

Learning activities and teaching methods comprehend lectures and seminar-style classroom. Mandatory readings of primary and secondary sources will be demanded.

ASSESSMENT:

The course emphasizes student participation and therefore a part of the final grade grows from student participation in class discussions (20%). Students will facilitate one seminar discussion of a PDF assigned article/book chapter reading by posing initial question(s) for discussion (20%). Students will hand in a 4,000-5,000 word-final essay focused on one or more of the main topics of the course contents (60%).

COURSE MATERIALS:

1. Western European empires (16th-20th century)

- Broadberry, Stephen and Gupta, Bishnupriya (2006), “The early modern great divergence: wages, prices and economic development in Europe and Asia, 1500–1800”, *Economic History Review*, LIX, 1, pp. 2–31.
- Cardim, Pedro and Krause, Thiago (2018), «Colonial Governance in the Atlantic World» in Trevor Burnard & Cécile Vidal (eds.), *Oxford Bibliographies in Atlantic History*, New York: Oxford University Press.
- O’Rourke, Kevin H., Escosura, Leandro Prados de la, and Daudin, Guillaume (2010), “Trade and empire”, in Broadberry, Stephen and O’Rourke, Kevin H., *The Cambridge Economic History of Modern Europe*, volume 1, 1700-1870. Cambridge: Cambridge University Press, pp. 96-121.
- Paquette, Gabriel (2019), *The European Seaborne Empires: From the Thirty Years’ War to the Age of Revolutions*. New Haven: Yale University Press.

2. The Portuguese colonial rule in the Atlantic world (16th-20th century)

- Ferreira, Roquinaldo & Pablo Silva (2019), «Portugal, Spain, and the transatlantic slave trade» in Fernando Bouza, Pedro Cardim & Antonio Feros (eds.), *The Iberian world (1450-1820)*. London: Routledge, pp. 375-392.
- Herzog, Tamar (2015), *Frontiers of Possession. Spain and Portugal in Europe and the Americas*. Cambridge: Harvard University Press.
- Paquette, Gabriel (2013), *Imperial Portugal in the Age of Atlantic Revolutions. The Luso-Brazilian World, c. 1770-1850*. Cambridge: Cambridge University Press.
- Pedreira, Jorge & Regina Grafe (2019), «New Imperial Economies» in Fernando Bouza, Pedro Cardim & Antonio Feros (eds.), *The Iberian world (1450-1820)*. London: Routledge, pp. 582-614.
- Schwartz, Stuart B. (1985), *Sugar plantations in the Formation of Brazilian Society. Bahia, 1550-1835*. Cambridge: Cambridge University Press.

3. From the “New Imperialisms” to the end of European colonialism

- Osterhammel, Jürgen (2005), *Europe, the 'West' and the Civilizing Mission*. London: German Historical Institute
(https://www.ghil.ac.uk/fileadmin/redaktion/dokumente/annual_lectures/AL_2005_Osterhammel.pdf)
- Osterhammel, Jürgen (1997), *Colonialism: a Theoretical Overview*. Princeton: Markus Wiener
- Jerónimo, M. Bandeira, (2018) "Portuguese Colonialism in Africa", *Oxford Research Encyclopedia of African History*. DOI: 10.1093/acrefore/9780190277734.013.183
- Oliveira, P. Aires (2017), "Portuguese Decolonization in Africa", *Oxford Research Encyclopedia of African History*.
DOI: 10.1093/acrefore/9780190277734.013.41
- Buttner, Elizabeth (2016), *Europe After Empire. Decolonization, Society and Culture*. Cambridge, Cambridge University Press (selected chapters).
- Gildea, Robert (2019), *Empires of the Mind. The Colonial Past and the Politics of the Present*. Cambridge, Cambridge University Press (selected chapters).

4. The colonial past in Contemporary Portugal

- Almeida, Miguel Vale de (2004). *An Earth-Colored Sea: "Race," Culture and the Politics of Identity in the Post-Colonial Portuguese-Speaking World*. New York, Berghahn Books.
- Armstrong, Gary (2004), 'The migration of the black panther: an interview with Eusébio of Mozambique and Portugal'. In Gary Armstrong and Richard Giulianotti (eds.), *Football in Africa: Conflict, Conciliation and Community*, Basingstoke and New York, Palgrave Macmillan, 247-266.
- Cardão, Marcos (2018), 'A Star is Born: Eusébio, Football, and Ideology in the Late Portuguese Empire', *The International Journal of the History of Sport*, 35, 4, 374-388.

- Domingos, Nuno (2019), 'The death of a football player. Eusébio and the struggle for Portuguese History', *Práticas da História, Journal on Theory, Historiography and Uses of the Past*, 8, 163-197.
- Freyre, Gilberto (1961), 'Integration of Autochthonous Races and Cultures Different from the European Culture in the Luso-tropical Community: General Aspects of a Process'. In Gilberto Freyre, *The Portuguese and the Tropics*, Lisbon, Executive Committee for Commemoration of the Vth Centenary of Death of Prince Henry the Navigator, 1961, 275-296.
- Geppert, Alexander C.T. (2010). *Fleeting Cities. Imperial Expositions in Fin-de-Siècle Europe*. New York, Palgrave Macmillan.
- Saraiva, Tiago (2007). 'Inventing the technological nation: the example of Portugal (1851 -1898)', *History and Technology*, 23, 3, 263 -273.
- Vicente, Filipa (2014), 'Rosita. La Vénus Noire de Porto', *Books.fr: livres & idées du monde entier*, 52, 50 -53.

CLASS SCHEDULE:

The course will be structured in four parts and twelve sessions topics:

1. Western European empires (16th-20th century)

1.1. European colonial rule in the Americas, Asia, and Africa.

This class is devoted to the Western European colonial empires across the Americas, Africa, and Asia. It covers the period between 1500 and 1975, and its aim is to analyse the main political, social, and economic features of such imperial formations.

1.2. Amerindian, Asian, and African polities: resistance, negotiation, and accommodation to European colonial rule

This class aims at presenting an overview of the responses given by Asian, Amerindian, and African societies to the European conquest. It will necessarily take into account the violent resistance against colonial rule, as well as the processes of negotiation and accommodation to the European imperial apparatus. Its aim is to underscore the agency (individual and collective) of local actors vis à vis the people of European descent.

1.3. European empires, economic growth and globalization

This session is about the economic dimensions of the Western European empires. Parallel to analysing the economic basis of such political formations throughout the period between 1500 and 1975, it also considers the connection between Western European empires and globalization processes.

2. Colonial rule, race, and evolving social / cultural boundaries

2.1. Forms of exclusion and inclusion: Jews and Muslims; Sub-Saharan Africans, Asians and Amerindians; Citizens and foreigners

This class examines the close connection between European empires and processes of inclusion and exclusion. A particular attention will be devoted to the statuses the

Europeans, as Christians, imposed to people of other religions and ethnicities. It also considers the evolving notions of citizenship and alien across the European empires.

2.2. Colonial societies, racial thinking, and evolving social / cultural boundaries. Slavery and the transatlantic slave trade

This is a class about the processes of racialization that evolved within the colonial societies that resulted from the European conquest in Asia, America, and Africa. Parallel to examining the connection between racial discrimination and colonial order, it also takes into account the place of labour, in particular enslaved labour, in the development of European empires.

2.3. Contesting the colonial categorization: from everyday forms of resistance to violent insurgency

This class's focus is on local populations across Asia, Africa, and the Americas, and it considers the many forms of contesting colonial categories. It examines a broad range of responses, from violent forms of rejection of European rule to the subversion of the classifications developed by colonial authorities.

3. From the “New Imperialisms” to the end of European colonialism

3.1. “Civilizing missions” and colonial rule

This class will discuss the concept of “civilizing missions” and its various meanings and uses in the social and political worlds of nineteenth and early twentieth century Europe, and will explore the contrasts between discourse and practice in the colonial territories.

3.2. Decolonization wars, late colonialism and anticolonial nationalisms

This class will present a state of the art of the discussions on the concept and practice of late colonialism and explore the reactions it elicited from different sectors of the colonial society, from strategies of accommodation/collaboration to the attitudes of resistance.

3.3. Imperial Endgames and Post-colonial memories

This class will present a state of the art of the discussions on the concept and practice of late colonialism and explore the reactions it elicited from different sectors of the colonial society, from strategies of accommodation/collaboration to the attitudes of resistance.

4. Performing and Exhibiting the Colonial in Contemporary Portugal

4.1. Performing the nation and the politics of multiculturalism: Brazil, Portugal and France at the FIFA World Cup Finals (1938, 1966 and 1998).

This class will highlight the role played by international sport events in the making and remaking of nationalisms, with a particular focus on how some team performances have been represented as examples of multiracialism and/or multiculturalism.

4.2. From Seville's Expo 1992 to Lisbon's Expo 1998: the memory of the Iberian empires after the fall of the Berlin Wall.

This class will discuss how international events such as universal exhibitions contributed to reshape the memory of the Iberian empires by the end of the 20th century.

4.3. Black activism and the quest for the decolonization of Politics and History: case studies from the USA, the UK and Portugal.

This class will analyze protests and campaigns on issues of public memory and academic curricula that have been developed by black activists in the last years.

