

CLARK UNIVERSITY
HIST 234/334

History of Racism in Modern Europe

Spring 2014

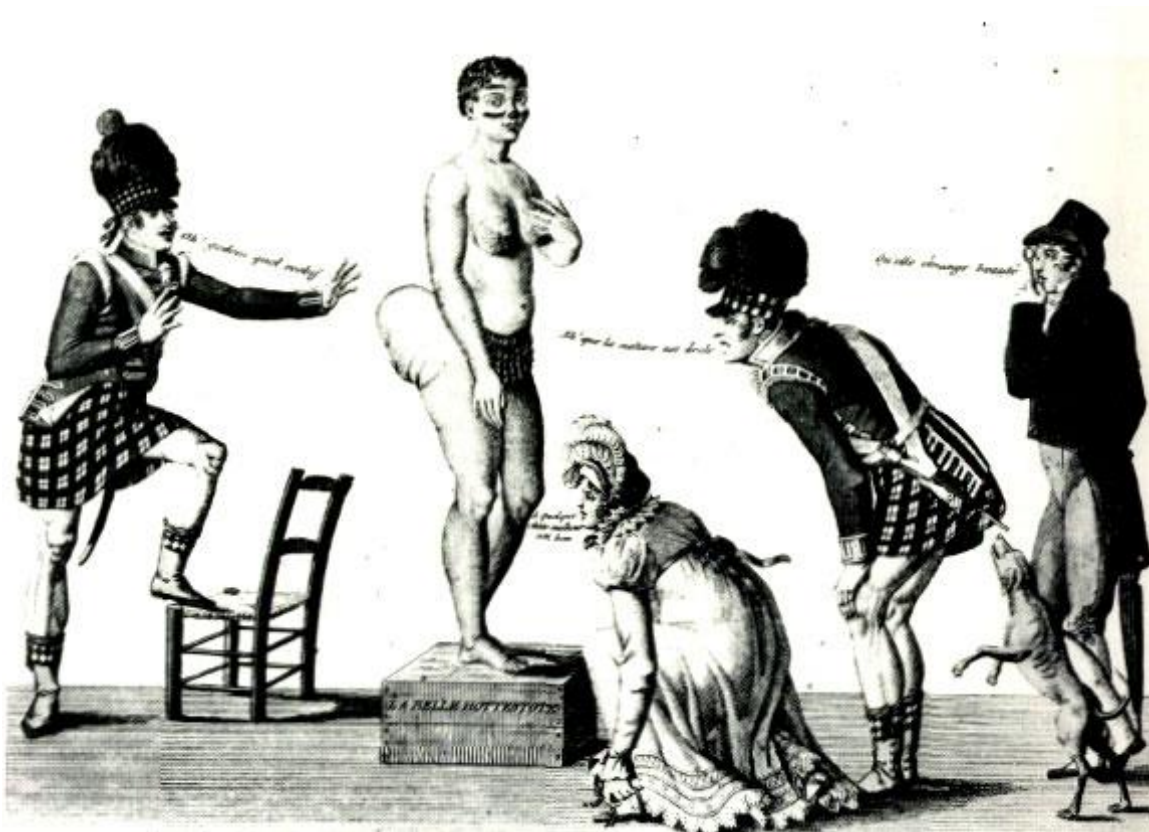
Professor Thomas Kühne

Time: Monday / Wednesday 4:15-5:30 pm

Place: Strassler Center for Holocaust and Genocide Studies, Rose Library

Office Hours: Monday, 1:30-2:30 pm, and by appointment, Strassler Center, 2nd fl.

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Sarah Baartman, called Hottentot Venus, on stage in Paris, 1814.

Description

Addressing ideas about and images of human bodies, the category “race” has served since the 18th century to rationalize difference and to naturalize inequality. Interested in the relation between different notions of race, the social construction of the body, and the politics of difference, the seminar explores the three major types of racism in modern Europe: anti-black racism, anti-Jewish racism, and anti-Muslim racism. The course inquires into the scientific foundation of modern racism in the Enlightenment, Social Darwinism and the hygienic movements in the 19th century, the impact of colonialism and imperialism on racial thought, the change from anti-Judaism to anti-Semitism around 1900. It pays particular attention to racist politics and ideologies before, during, and after the Nazi Era. It covers also post-1945 tendencies of racism, xenophobia, and, most recently, Islamophobia. We will analyze ideas and intellectual discourses about race and racism, explore how popular culture (exhibitions, novels, and movies) dealt with race, and analyze avenues, failures, and successes of anti-racist movements and politics.

Requirements

This course will be taught in the spirit of a tutorial: once you decided to take the class, you are expected to stick to it, come to the sessions and be well prepared.

In order to facilitate informed discussion, you are required to write a short paper of no more one page for each session, related the assigned books and essays. This paper addresses, and elaborates on, two questions you wish to have discussed in class, or it identifies and explains key terms, events, or names, or comments on the readings in other ways, as explained below. Each paper must refer to the readings and indicate that you are familiar with them. The papers are due in class and must be handed in to the instructors at its end.

Each session starts with a brief oral review of the previous session presented by one student. These minutes summarize the discussion of that session in a well-organized fashion, not necessarily following the chronology of the discussion. You are supposed to sign up for and present two of these reviews.

Finally, a research paper of 12 pages text (undergraduates) or 20 pages text (graduates), including title, TOC, and bibliography, double-spaced, is due in the last session. Think about a topic, related to the seminar, and discuss it with the instructor by the end of March. (Please refrain from recycling papers you have submitted in previous classes.) If you are not familiar with how to write and submit such a paper, you may wish to consult J. R. Benjamin, *A Student's Guide to History* (10th ed., Boston, 2007) or Ch. Lipson, *How*

to *Write a BA Thesis* (Chicago, 2005). They offer valuable assistance, not least regarding the formal shape of your paper. A one-page outline of the paper and a preliminary bibliography is due electronically (to the email of the instructor) at the end of March. Undergraduate research papers are based on at least two scholarly books and three scholarly articles *in addition* to those mentioned in this syllabus. Graduate papers include at least four additional scholarly books and six scholarly articles. Instead of a book you can choose three articles, and vice versa. Originality, thoughtfulness, and organization of your thoughts are appreciated, as is the proper citation of your references and sources. Plagiarism is a capital crime in academia; be aware of Clark's policy on academic integrity, <http://www.clarku.edu/offices/aac/integrity.cfm>: "Plagiarism refers to the presentation of someone else's work as one's own, without proper citation of references and sources, whether or not the work has been previously published. Submitting work obtained from a professional term paper writer or company is plagiarism. Claims of ignorance about the rules of attribution, or of unintentional error are not a defense against a finding of plagiarism."

Grading and practical arrangements

The maximum of 100 points can be achieved by

- a maximum of 50 points for 25 (out of 26) assignments (question papers, comment papers; 2 points each; you can miss or fail one with no negative consequence; late papers will not be accepted; if you can't make it to class, submit your paper via email to the instructor before class starts)
- a maximum of 30 points for the final paper (15 points for the content, 4 points for the range of consulted literature, 4 for the writing style, 4 for the organization, 3 for quotation and citation style).
- a maximum of 5 points for each of the two session reviews (10 points in total)
- a maximum of 10 points for continuous participation in class discussion.

You are supposed to attend class on a regularly basis. One or two absences will not inflict your grade. Further absences without sufficient documentation will result in a deduction of three points each.

100-95 points=A, 94-90 points=A-, 89-85 points=B+, 84-80=B, 79-75 points=B-, etc.

All readings are to be completed on the day assigned, before you come to class. Please bring both the readings and the notes you take from the readings to class in order to follow and participate in class discussions.

Apart from inquiring in the history of racism, this course serves to introduce students more generally in techniques of historical scholarship and in practices of academic communication. Great importance is attached to skills of analyzing both primary and secondary sources critically. The required readings are carefully chosen. However, none of them should be mistaken as comprising a final truth but rather be considered as one

of many options to look at a given topic. Thus, try to understand the basic assumptions, the main arguments, and the limitations of the texts you read. Critique is the oil of knowledge. In class, you are invited to speak up and to articulate your thoughts and ideas, whether or not they comply with those of your classmates or the professor.

Checking emails on a regular basis and staying connected with friends and the rest of the world is very important. Do not do it in class, though. Laptops, cell phones, iPods, iPads, gameboys, DVD players and other electronic devices are inclined to distract you or others from class discussions. They are to be switched off during class.

Required Books

- 1) George M. Frederickson, *Racism. A Short History* (Princeton University Press, 2002)
- 2) George L. Mosse, *Toward the Final Solution. A History of European Racism* (Howard Fertig, 1985)
- 3) Neil MacMaster, *Racism in Europe 1870-2000* (Palgrave, 2001)
- 4) Helmut Walser Smith, *The Butcher's Tale. Murder and Anti-Semitism in a German Town* (W.W. Norton, 2002)
- 5) Jan T. Gross, *Fear. Anti-Semitism in Poland after Auschwitz. An Essay in Historical Interpretation* (Random House, 2006)

All other readings will be provided electronically, unless otherwise noted.

Course Outline

First Week

1) Jan 13

Introduction

No reading

2) Jan 15

What Is Race? What Is Racism?

Reading: Steven A. Holmes, "You're Smart If You Know What Race You Are," *The New York Times*, 23 Oct 1994, p. E1; American Anthropological Association, "Statement on

Race”, 17 May 1998 (AAA website); Frederickson, pp. 1-13; MacMaster, pp. 1-12; Mosse, pp. xxv-xxx.

Assignment 1: question-paper – address two questions you wish to have discussed in class.

Second Week

3) Jan 22

Christian Roots: Racism in Mediaeval and Early Modern Times

Reading: Frederickson, pp. 17-47; Nell Irvin Painter, *The History of White People* (New York: W.W. Norton, 2010), pp. 16-42.

Assignment 2: comment paper – identify and explain three key terms of the readings.

Third Week

4) Jan 27

Enlightenment Racism: Voltaire, Kant, and Blumenbach

Reading: excerpts from Voltaire, “On the Different Races of Men” (1734), Immanuel Kant, “On the Different Human Races” (1775), and Johann Friedrich Blumenbach, “On the Natural Variety of Mankind” (1795).

Assignment 3: question paper – address two questions you wish to have discussed in class.

5) Jan 29

Scientific Racism: the Beginnings in the 18th Century

Reading: Mosse, pp. 1-50; Frederickson, pp. 51-75.

Assignment 4: comment paper – identify and explain three key terms of the readings.

Forth Week

6) Feb 3

Popular Racism: the Hottentot Venus (I)

Documentary movie *The Life and Times of Sara Baartman "The Hottentot Venus"* (1998) to be watched in class.

No assignment, no readings for this session, but start reading for the following session. Take notes while watching the movie to be prepared for the following session.

7) Feb 5

Popular Racism: the Hottentot Venus (II)

Reading: Z. S. Strother, "Display of the Body Hottentot," in Bernth Lindfors, ed., *Africans on Stage. Studies in Ethnological Show Business* (Bloomington: Indiana University Press, 1999), pp. 1-40; Sander Gilman, "The Hottentot and the Prostitute: Toward an Iconography of Female Sexuality," in idem, *Difference and Pathology. Stereotypes of Sexuality, Race, and Madness* (Ithaca: Cornell University Press, 1985), pp. 76-108; Zine Magubane, "Which Bodies Matter? Feminism, Post-Structuralism, Race, and the Curious Theoretical Odyssey of the 'Hottentot-Venus,'" in Deborah Willis, ed., *Black Venus 2010. They Called Her "Hottentot"* (Philadelphia: Temple University Press, 2010), pp. 47-61.

Assignment 5: question-paper – elaborate on the commonalities of and differences between the viewpoints of the three authors.

Fifth Week

8) Feb 10

Europeans in Africa: Colonialism and Racism (I)

Reading: MacMaster, pp. 58-69; Andrew Zimmerman, "Race and World Politics: Germany in the Age of Imperialism, 1878-1914," in Helmut Walser Smith, ed., *The Oxford Handbook of Modern German History* (Oxford: Oxford University Press, 2011), pp. 359-377; Lora Wildenthal, "Race, Gender, and Citizenship in the German Colonial Empire," in Frederick Cooper and Ann Laura Stoler, eds., *Tensions of Empire. Colonial Cultures in a Bourgeois World* (Berkeley: University of California Press, 1997), pp. 263-283.

Assignment 6: comment paper – identify and explain three key terms, events, or names.

Parts of documentary movie *Congo: White King, Red Rubber, Black Death* (2004) to be watched in class.

9) Feb 12

Africans in Europe: Colonialism and Racism (II)

Reading: MacMaster, pp. 69-85; Anne McClintock, "Soft-Soaping Empire. Commodity Racism and Imperial Advertising," in Nicholas Mirzoeff (ed.), *The Visual Culture Reader*, 2nd ed. (London: Routledge, 2002), pp. 506-518; Jan Nederveen Pieterse, *White on Black. Images of Africa and Blacks in Western Popular Culture* (New Haven: Yale University Press, 1992), pp. 76-101.

Assignment 7: question paper – address two questions you wish to have discussed in class.

Movie documentaries and further material on the 2012 Paris exhibition "Human Zoos: Science and Spectacle in the Age of Empire" to be discussed in class.

Sixth Week

10) Feb 17

Exoticism and the Pleasures of Diversity: Racism or Anti-Racism?

Reading: Victor Segalen, *Essay on Exotism. An Aesthetics of Diversity* (Durham: Duke University Press, 2002 [written 1904-1918]), pp. 18-24, 40-41, 61-68; Tzvetan Todorov, *On Human Diversity. Nationalism, Racism, and Exotism in French Thought* (Cambridge, Mass: Harvard University Press, 1993), pp. 323-352; Petrine Archer-Straw, "A Double-Edged Infatuation," *The Guardian*, 22 Sept 2000; extracts from Petrine Archer-Straw, *Negrophilia. Avant-Garde Paris, and Black Culture in the 1920s* (New York: Thames & Hudson, 2000).

Assignment 8: question-paper – address two questions you wish to have discussed in class.

11) Feb 19

Progress or Degeneration: Social Darwinism and European Imperialism

Reading: MacMaster, pp. 31-57; Mosse, pp. 51-93; extracts from Herbert Spencer, "Progress: Its Law and Causes", *The Westminster Review* 67 (1857), 445-447, 451, 454-456, 464-65 (Modern History Sourcebook); Richard A. Soloway, *Demography and Degeneration. Eugenics and the Declining Birthrate in Twentieth Century Britain* (Chapel Hill: University of North Carolina Press, 1990), pp. 38-59.

Assignment 9: comment paper – identify three key thinkers of 19th century racism and summarize their ideas.

Seventh Week

12) Feb 24

The Body Beautiful: Racial Betterment from Galton to Nordau

Reading: George L. Hersey, *The Evolution of Allure. Sexual Selection From the Medici Venus to the Incredible Hulk* (Cambridge, Mass.: MIT Press, 1996), pp. 102-116, 130-136; Michael Anton Budd, *The Sculpture Machine. Physical Culture and Body Politics in the Age of Empire* (New York: NYU Press, 1997), ch. 4; Todd Samuel Presner, "Clear Heads, Solid Stomachs, and Hard Muscles': Max Nordau and the Aesthetics of Jewish Regeneration," *Modernism/modernity* 10/2 (2003), 269-296 (Goddard online).

Assignment 10: question-paper – address two questions you wish to have discussed in class.

13) Feb 26

Ritual Murder: Anti-Judaism and Antisemitism around 1900

Reading: Helmut Walser Smith, *The Butcher's Tale. Murder and Anti-Semitism in a German Town* (New York: W.W. Norton, 2002).

Assignment 11: question-paper – address two questions you wish to have discussed in class.

Eighth Week

14) March 10

Pogroms and Scandals: Regions of Antisemitism in 19th Century Europe

Reading: MacMaster, pp. 86-116; Mosse, pp. 113-168.

Assignment 12: comment paper – identify and explain three key terms, events, or names.

15) March 12

"Horror on the Rhine": Racism in Interwar Europe

Reading: MacMaster, pp. 117-165; Frederickson, pp. 99-124; Mosse, 171-190.

Assignment 13: comment paper – identify and explain three key terms, events, or names.

Ninth Week

16) March 17

Eugenics into Euthanasia: Nazi Germany and Interwar America

Reading: John P. Jackson, Jr., and Nadine M. Weidman, *Race, Racism, and Science. Social Impact and Social Interaction* (Santa Barbara: ABC-CLIO, 2004), pp. 109-125.

Assignment 14: question-paper – address two questions you wish to have discussed in class.

Documentary movie *Nazi Medicine* (1997) to be watched and discussed in class.

17) March 19

Science, Ideology, Utopia: Antisemitism in the Third Reich

Reading: extracts from Dan Stone, *Histories of the Holocaust* (Oxford: Oxford University Press, 2010), ch.4; Saul Friedlaender, *Nazi Germany and the Jews, Vol. 1: The Years of Persecution, 1933-1939* (New York: Harper Perennial, 1998), ch. 3; Eric D. Weitz, *A Century of Genocide. Utopias of Race and Nation* (Princeton: Princeton University Press, 2003), ch 3.

Assignment 15: comment paper – identify and explain three key terms, events, or names.

Sections of the Nazi propaganda movie *The Eternal Jew* (1940) to be watched and discussed in class.

Tenth Week

18) March 24

Race Defilement: Jewish-Gentile Relationships in Nazi Germany

Reading: Dagmar Herzog, *Sex after Fascism. Memory and Morality in Twentieth-Century Germany* (Princeton: Princeton University Press, 2005), chapter I; Patricia Szobar, "Telling Sexual Stories in the Nazi Courts of Law: Race Defilement in Germany, 1933 to 1945," *Journal of the History of Sexuality*, vol. 11/1-2 (2002), pp. 131-163 (JSTOR).

Assignment 16: question-paper – address two questions you wish to have discussed in class.

Parts of the movie *Rosenstrasse* (2003) to be watched in class.

19) March 26

Antisemitism as Indifference? How Ordinary Germans Enabled the Holocaust

Reading: Mosse, 191-231; Frank Bajohr, "The "Folk Community" and the Persecution of the Jews: German Society under National Socialist Dictatorship, 1933-1945," *Holocaust and Genocide Studies*, Vol. 20 (2006), pp. 183-206 (Goddard Online); Thomas A. Kohut, *A German Generation. An Experimental History of the Twentieth Century* (New Haven: Yale University Press, 2012), ch. 6.

Assignment 17: comment paper – identify and discuss two to three different scholarly views on anti-Semitism in Nazi Germany.

Eleventh Week

20) March 31

Fear of Jews after the Holocaust: the Case of Poland

Reading: Jan T. Gross, *Fear. Anti-Semitism in Poland after Auschwitz. An Essay in Historical Interpretation* (New York: Random House, 2006).

Assignment 18: question-paper – address two questions you wish to have discussed in class.

21) Apr 2

Antisemitism and Catholicism in Postwar Poland

Guest lecture by Professor Brian Porter-Szucs, University of Michigan, Ann Arbor

No readings but take notes of the lecture and the Q&A section and submit a one-page summary (assignment 19) to the instructor the following day, Apr 3.

Twelfth Week

22) Apr 7

"Guest Workers": Labor Immigration and Racism in Post-Holocaust Germany

Reading: MacMaster, pp. 169-177; excerpts from Deniz Göktürk, David Gramling, and Anton Kaes (eds.), *Germany in Transit. Nation and Migration, 1955-2005* (Berkeley: University of California Press, 2007), pp. 23-25, 31-33, 39-51, 67-71, 76-78, 84-90, 93-97, 116-18.

Assignment 20: comment paper – identify and explain three key terms, events, or names.

23) Apr 9

“Rivers of Blood”: Decolonization and Racism in Post-1945 Britain and France

Reading: Bonnie G. Smith, *Europe in the Contemporary World. 1900 to the Present. A Narrative History with Documents* (Boston & New York: Bedford, 2007), pp. 498-529; MacMaster, pp. 177-189; extracts from Franz Fanon, *The Wretched of the Earth* (1961) and idem, *Black Skin, White Masks* (1952).

Assignment 21: question-paper – address two questions you wish to have discussed in class.

Thirteenth Week

24) Apr 14

Xenophobia and Multiculturalism: Racism in ‘Post-Industrial’ Europe

Reading: MacMaster, pp. 190-208; Ray Tarras, *Europe Old and New. Transnationalism, Belonging, Xenophobia* (Lanham: Rowman & Littlefield, 2009), pp. 119-148; Al Rattansi, *Multiculturalism. A Very Short Introduction* (Oxford: Oxford University Press; 2011), pp. 7-31, 37-41.

Assignment 22: comment paper – “What Is Multiculturalism?”

25) Apr 16

A Threat Again? Antisemitism in Europe Today

Reading: Yascha Mounk, “German, Jewish and Neither,” *The New York Times*, 5 Jan 2014, pp. SR 5-6; European Union Agency For Fundamental Rights (FRA), *Discrimination and Hate Crime Against Jews in EU Member States: Experiences and Perceptions of Anti-Semitism* (Vienna: FRA, 2013).

Assignment 23: question-paper – address two questions you wish to have discussed in class.

Fourteenth Week

26) Apr 21

Orientalism: How the West Deploys the East

Reading: Edward Said, *Orientalism* (New York: Vintage Books, 1979/2003), pp. xv-xxx, 1-28 (new preface and Introduction).

Assignment 24: definition-paper – provide a concise definition of Said’s concept “orientalism.”

27) Apr 23

Islamophobia: Why the French Don’t Like Head Scarves

Reading: Joan Wallach Scott, “Veiled Politics,” *The Chronicle of Higher Education*, Vol 54, Issue 13 (23 Nov 2007), p. B10-B11 (Goddard online); “The Islamic veil across Europe ,” BBC 15 June 2010, <http://news.bbc.co.uk/2/hi/5414098.stm>; excerpts from Trica Danielle Keaton, *Muslim Girls and the Other France. Race, Identity Politics & Social Exclusion* (Bloomington: Indiana U.P., 2006); extracts from Deniz Göktürk, David Gramling, and Anton Kaes (eds.), *Germany in Transit. Nation and Migration, 1955-2005* (Berkeley: University of California Press, 2007), pp. 212-14, 219-226, 231-233.

Assignment 25: question-paper – address two questions you wish to have discussed in class.

Fifteenth Week

28) Apr 28

Conclusion: Can We Overcome Racism?

Reading: MacMaster, pp. 209-223; Frederickson, pp. 125-170; Ryszard Kapuscinski, “Encountering the Other as the Challenge of the Twenty-First Century,” in idem, *The Other* (London: Verso, 2008), pp. 79-92; Wendy Brown, *Regulating Aversion. Tolerance in the Age of Identity and Empire* (Princeton: Princeton University Press, 2006), pp. 1-24.

Assignment 26: question-paper – address two questions you wish to have discussed in class.