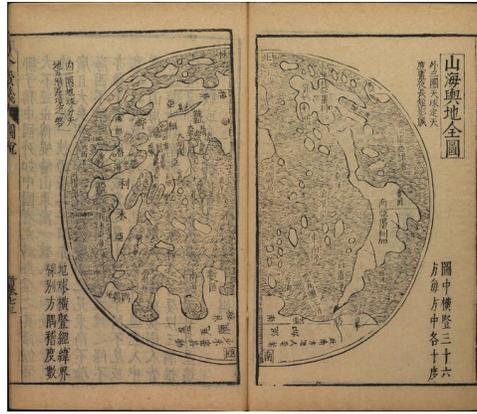


EUROCENTRISM

Professor Ashley L. Cohen

ENGL 595 // Fall 2019 // M 4:30pm // THH 105

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Shan Hai Yu Di Quan Tu Map of the Pacific (1607)

Course Description:

Decades after the postcolonial turn in literary studies, Eurocentrism continues to pervade knowledge production in our discipline and the academy more generally. In this course we will seek to understand how Eurocentrism shapes our theoretical frameworks, methods, protocols, histories, and objects of study. The goal of this course is to survey important critiques of Eurocentrism, and to explore how we all might “provincialize Europe” in our own scholarship. Our investigations will pick up different historical and theoretical strands, and follow them across time and space. Key topics will include Marxism, world systems theory, subalternity, class, caste, race, the disciplines, black radicalism, and indigenous epistemes. Grasping and critiquing Eurocentrism requires us to think across and between a number of field formations that are not conventionally brought together. What are the unique contributions of postcolonial and South Asia studies, the black radical tradition, and Native studies to anti-Eurocentric thought? What are the points of convergence between these intellectual formations? Where are their points of friction? While we do not have time to extend our investigations to gender and sexuality, psychoanalysis, film and media, or religion, you are encouraged to work on these—or any other topics of interest to you—in your research paper for this class. Finally, although this is largely a theory course, we will also read as many literary texts as possible in order to ground our discussions in specific case studies.

Course Goals:

- To study critiques of Eurocentrism
- To study and contribute to non-Eurocentric intellectual traditions and methodologies
- To explore how literary critics might employ and adapt methods from other disciplines, and/or intervene in conversations taking place in other disciplines
- To hone the research skills necessary to make an intervention in a field
- To practice oral presentation skills
- To learn how to write a polished and well-argued analytic paper

Books:

These are available at the campus bookstore. You may also buy them online. Or you may borrow them from the library if you don't wish to purchase them. In any case, I encourage you to procure hard copies; and I request that you read the edition (same ISBN) listed below.

Required

- Samir Amin, *Eurocentrism* (New York: Monthly Review Press, 2010) [2nd Edition]; ISBN 9781583672075
- B. R. Ambedkar, *Annihilation of Caste* (New York: Verso, 2016); ISBN 9781784783525
- Ajay Navaria, *Unclaimed Terrain* (New Delhi: Navayana Publications, 2013); ISBN 9788189059521
- Amitav Ghosh, *Sea of Poppies* (New York: St. Martin's Press); ISBN 9780312428594
- Daniel Defoe, *Robinson Crusoe* (New York: Penguin Classics, 2003) [Reissue Edition]; ISBN 9780141439822
- M. NourbeSe Philip, *Zong!* (Middletown: Wesleyan UP, 2008); ISBN 978-0819571694
- Monica Gagliano, *Thus Spoke the Plant: A Remarkable Journey of Groundbreaking Scientific Discoveries and Personal Encounters With Plants* (North Atlantic Books, 2018); ISBN 9781623172435
- Ursula LeGuin, *The Left Hand of Darkness* (Ace Books, 1987); ISBN 978-0441478125
- Samia Khatun, *Australianama: The South Asian Odyssey in Australia* (Hurst & Co., 2018); ISBN 978-0190922603

Optional

- Cedric Robinson, *Black Marxism: The Making of the Black Radical Tradition* (Chapel Hill: The University of North Carolina Press, 2000) [2nd edition]; ISBN 9780807848296
- Frantz Fanon, *The Wretched of the Earth* (New York: Grove Press, 2005) [reprint edition]; ISBN 9780802141323
- Johannes Fabian, *Time and the Other* (New York: Columbia UP, 2014); ISBN 9780231169264

All readings marked with an * will be posted on our course slack page. All readings available as ebooks through USC will be marked with a +. I encourage you to print all readings before reading, and to bring printouts to class.

Assignments:**Presentation / Participation / Weekly close reading responses 35%**

It is my expectation that everyone will attend and participate in each class session. Participation includes thoughtful listening as well as speaking. Attendance also includes the two mandatory office hours visits discussed below.

One of the most important habits to develop in graduate school is careful reading. I suggest that you take notes on everything you read and keep those notes for your future records. (I will hand out a note-taking rubric early in the semester.) **Weekly response papers** are designed to help you develop this habit, as well as to lay the groundwork for meaningful discussions during class. I ask you to choose a passage that gets to the heart of one of the key questions posed by the week's

constellation of readings. Pose — and try to answer — that question through your close reading. Responses must be posted by the agreed upon time of ___am/pm on ___day.

Everyone will sign up to be DM (Discussion Master) for one class. The DM will be charged with orienting our class discussions in a meaningful direction by identifying the key questions we must try to work through in order to walk away from class with a sense that we have wrought some meaningful insight from the week's constellation of readings. The DM should read extra carefully (ideally returning more than once to each reading) in order to generate their own set of master questions, keywords, problematics, etc. for the week. Then, after responses are due, the DM will carefully read through them and integrate the class's ideas with their own in order to generate an 8 minute (timed) presentation that will be given at the beginning of class. The presentation should lay out a map of the key issues we will want to touch upon during class. The DM isn't expected to generate any answers; rather, their only job is to pose the right questions — a formidable task!

Annotated Bibliography 15%

In order to write a paper that makes a substantial intervention in a field, it is necessary to study that field by surveying its boundaries, identifying its central preoccupations, MVPs, and keywords, and tracking its evolution. You will do all this by producing an annotated bibliography. The point of this assignment is not to report on the contents of various books and articles. Instead, your task is to map a field, and the relational ties that bind it. The assignment should be at least 12 pages double spaced, and include *at least* 3-4 books and 2-3 articles as well as a substantial introduction and conclusion. It may be possible to include primary sources although it is not necessary to do so.

Final Paper (including component parts) 50%

Everyone will produce an 18-25 page paper that could be the basis for a scholarly article. I encourage you to pursue your own interests and make a significant intervention. Creative writing track students will be given the option of producing a 10-20 page creative assignment and an accompanying 8-10 page paper that situates the 'intervention' of the piece in both scholarly and creative fields.

Policies:

Attendance is mandatory for this class. Please plan to not miss any sessions. If you know that you are going to be absent on a specific day for a valid reason, please discuss it with me ASAP. My expectation is that everyone will be present for every session. I also expect you to arrive before class starts so that we can begin on time. Plan accordingly, leaving extra time for traffic and train delays.

Laptops are permitted in class, as are tablets (but phones are not — they should remain out of sight for the duration of the seminar). However, I strongly urge you to consider doing all of your reading and perhaps even some of your note-taking on paper. I myself do all of my reading this way. There are many studies showing that reading from screens and typing -- versus reading and writing on paper -- are detrimental to comprehension and retention. In my undergraduate classes, laptops are not permitted. Since you are graduate students, I leave the ultimate decision up to you. That said, if you do choose to use a laptop during class I request that you observe laptop etiquette: put your screen down when not typing and look up at your classmates so that you can be present for our discussions. Do not browse the web, check email, text, chat, etc. Excessive distraction or inappropriate use may lead to the banning of devices from class.

Office Hours are held in my office (THH 404) on Mondays 2-4pm *and by appointment*. I require everyone to attend office hours at least twice during the semester: once prior to your presentation and once prior to completing your final paper. You are welcome and encouraged to attend at other times as well.

READING SCHEDULE

Provisional and subject to change as the semester evolves.

Week 1: Introduction (8/26)

1. Samir Amin, *Eurocentrism*

Week 2: Marx and World Systems Theory (9/9)

1. Karl Marx, dispatches for the *New York Daily Tribune* (1853-61)*
2. Karl Marx, *Capital*, Part 8 on "So-called Primitive Accumulation of Capital," Chapter 26 "The Secret of Primitive Accumulation" (1867)*
3. Andre Gunder Frank, "The Development of Underdevelopment," *Monthly Review* 18 (1966)*
4. Ernesto Laclau, "Federalism and Capitalism in Latin America," *New Left Review* 67 (1971)*
5. Immanuel Wallerstein, "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis," *Comparative Studies in Society and History* 16, No. 4 (1974): 387-415.*
6. Janet Abu-Lughod, *Before European Hegemony: The World System A.D. 1250-1350* (1989), 3-40.*
7. Giovanni Arrighi, *The Long Twentieth Century: Money, Power, and the Origins of Our Times* (1994), ix-26.+
8. Andre Gunder Frank, *ReOrient: Global Economy in the Asian Age* (1998), xv-92, 226-231, 321-60.+

Week 3: The Disciplines I – Literary History (9/16)

1. Daniel Defoe, *Robinson Crusoe* (1719)
2. "Sinbad the Sailor," *Arabian Nights* (date unknown)*
3. Edward Said, *Orientalism* (1978), pp. xv-30*
4. Srinivas Aravamudan, *Enlightenment Orientalisms: Resisting the Rise of the Novel* (2011), pp. 1-33, 50-75*
5. Ning Ma, *Age of Silver: The Rise of the Novel East and West* (2016), Introduction and Chapter 1+

Week 4: The Black Radical Tradition and the Problem of History (9/23)

1. Frantz Fanon, *Wretched of the Earth* (1961), pages TBA*
2. Cedric Robinson, *Black Marxism* (1983), pages TBA+
3. Dipesh Chakrabarty, "Provincializing Europe: Postcoloniality and the critique of history," *Cultural Studies* 6 no. 3 (1992): 337-57.*
4. Anthony Bogues, *Black Heretics, Black Prophets: Radical Political Intellectuals* (2003), "Opening Chant," pp. 1-24+
5. M. NourbeSe Philip, *Zong!* (2008)

Week 5: The Disciplines II – Philosophy (9/30)

1. Martin Bernal, *Black Athena* (1987), pp. 1-37*
2. Martin Lewis and Karen Wigen, *The Myth of Continents: A Critique of Metageography* (1997), "Preface" and Chapter 4: "Eurocentrism and Afro-Centrism."+
3. Susan Buck-Morss, "Hegel and Haiti," *Critical Inquiry* 26, no. 4 (2000): 821-65.*

4. David Kazanjian, "Hegel, Liberia," *Diacritics* 40, no. 1 (2012): 6-39.*
5. Peter J. Park, *Africa, Asia, and the History of Philosophy* (2013), pp. xi-9, 113-32*

Week 6: Categories of Analysis I: Caste, Class, and Subalternity (10/7)

1. Arundhati Roy, "The Doctor and the Saint," in *Annihilation of Caste* (Verso, 2016)
2. B. R. Ambedkar "Castes in India: Their Mechanism, Genesis and Development" (1916)*
3. Antonio Gramsci, "Notes on Italian History" ["History of the Subaltern classes"] (1929-35)*
4. B. R. Ambedkar, *Annihilation of Caste* (1936; Verso, 2016)
5. B. R. Ambedkar, "Buddha or Karl Marx" (1956)*
6. Anupama Rao, "Revisiting Interwar Thought: Stigma, labor, and the immanence of caste-class," in *The Political Philosophies of Antonio Gramsci and B.R. Ambedkar: Itineraries of Dalits and Subalterns* (2013)*

Week 7: Categories of Analysis II: Caste and Race (10/14)

1. Oliver A. Cox, "Race and Caste: A Distinction," *American Journal of Sociology* 50, No. 5 (1945): 360-68.*
2. Shiv Visvanathan, "The Race for Caste," *Economic and Political Weekly* 36 no. 27 (July 7-13, 2001): 2512-6.*
3. Shiv Visvanathan, "Durban and Dalit Discourse," *Economic and Political Weekly*, 36, no. 33 (Aug. 18-24, 2001): 3123-7.*
4. Shu-mei Shih, "Comparative Racialization: An Introduction," *PMLA* 123 no. 5 (2008): 1347-62.*
5. Ania Loomba, "Race and the Possibilities of Comparative Critique." *New Literary History* 40, no. 3 (2009): 501-22.*
7. María Elena Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico* (2011), 1-24.*
8. Deborah A. Thomas, "Cox's America: Caste, Race and the Problem of Culture." *Canadian Journal of Latin Americana and Caribbean Studies*, vol. 39, no. 3 (2014): 364-81.*
9. Ania Loomba, "Racism in India," in *The Routledge Companion to the Philosophy of Race* (2018).*

Week 8: Categories of Analysis III: Caste and Literary Realism (10/21)

1. Munshi Premchand, *Kafan (Shroud)* (1935)*
2. Munshi Premchand, *Sahitya ka uddeshya (The Aim of Literature)* (1936)*
3. Omprakash Valmiki, *Shav Yatra (Funeral Procession)* (1997)*
4. Ajay Navaria, *Unclaimed Terrain* (trans. 2013)
5. Alok Rai, "Poetic and Social Justice: Some Reflections on the Premchand-Dalit Controversy," in *Justice: Political, Social, Juridical* (2008)*
6. Toral Jatin Gajarawala, *Untouchable Fictions: Literary Realism and the Crisis of Caste* (2013), Introduction & Chapter 1*
7. Laura Brueck, "Dalit Literary Discourse and the Problem of Premchand" in *Dalit Studies: Unfreedom and Modernity in India* (2016)*

Week 9a: Categories of Analysis IV: Slavery and Indenture (10/27 at my house)

1. Amitav Ghosh, *Sea of Poppies* (2008)
2. Rupa Viswanath, *The Pariah Problem: Caste, Religion, and the Social in Modern India* (2014), pp. xi-39, 240-58.*
3. Najnin Islam, "Recasting the Coolie," Introduction and Chapter 1*

Week 9b: C19 Meeting (10/28)

1. Amitav Ghosh, *Sea of Poppies* (2008)
2. Najnin Islam, "Recasting the Coolie," Chapter 3*

Week 10: The Disciplines IV: Anthropology (11/4)

1. Alfred Louis Kroeber, *The Religion of the Indians of California* (1907), pp. 319-20, 327-31, 342-6*
2. Johannes Fabian, *Time and the Other* (1983), pages TBD*
3. Ursula LeGuin, *The Left Hand of Darkness* (1987), pp. 1-173
4. Michel-Rolph Trouillot, *Global Transformations: Anthropology and the Modern World* (2004), "Introduction" and "Anthropology and the Savage Slot: The Poetics and Politics of Otherness," pp. 1-28*

Week 11: The Arctic in the Anthropological Imagination (11/11)

1. Bal Gangadhar Tilak, *The Arctic Home in the Vedas* (1903), pages TBD*
2. Knud Rasmussen, *Across Arctic America: narrative of the Fifth Thule Expedition* (1921-24), pages TBD*
3. Ursula LeGuin, *The Left Hand of Darkness* (1987), pp. 173-330
4. Robert McGhee, *The Last Imaginary Place: A Human History of the Arctic World* (2007), pages TBD*

Week 12: Indigenous Epistemologies I: Archives and Languages (11/18)

1. Diana Taylor, *The Archive and the Repertoire* (2003), "Acts of Transfer" and "Scenarios of Discovery: Reflections on Performance and Ethnography"+
2. Marcus Briggs-Cloud, "Tradition and Indigenous Languages: Accessing Traditions Epistemologically Through Critical Analysis of Indigenous Languages," in *Native Studies Keywords* (2015)+
3. Jane H. Hill, "Native American Knowledges, Native American Epistemologies," in *Native Studies Keywords* (2015)+
4. Dian Million, "Epistemology," in in *Native Studies Keywords* (2015)+
5. Samia Khatun, *Australianama: The South Asian Odyssey in Australia* (2018), pages TBD

Week 13: CLASS CANCELED (11/25) **ANNOTATED BIBLIOGRAPHY DUE****Week 14: Indigenous Epistemologies II: New Shamanisms for the Planetary Crisis (12/2)**

1. The Kogi, *From the Heart of the World: The Elder Brothers' Warning* (1992) [on youtube]
2. The Kogi, *Aluna* (2012) [on youtube]
3. Kyle Whyte, "Indigenous Climate Change Studies : Indigenizing Futures, Decolonizing the Anthropocene," *English Language Notes* 55, no. 1-2 (2015): 153-62.*
4. Monica Gagliano, *Thus Spoke the Plant* (2018)
5. ****ABSTRACTS DUE****

****Dinner and Informal Paper Presentations (Sunday 12/8)****

Final Paper Due: TBD

REQUIRED STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.
<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action. These strictures may extend to behaviors outside the classroom that are related to the course.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

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Definition of Excellence in Teaching USC Department of English

All writing is creative, and all civic engagement requires a sophisticated understanding of discourse and interpretation. The USC Department of English is committed to the power of the story, the word, and the image. We analyze and organize complex ideas, evaluate qualitative information, anticipate how real audiences respond to language, and study behaviors of complex characters leading uncertain lives with competing values. We develop critical abilities for a successful life, but our stories tell us why life is worth living.

Excellence in teaching is an active engagement with these commitments, perspectives, and values. A student with a major in **English** should graduate with an appreciation for (1) the relations between representation and the human soul, and (2) the relations between words and ideas. Teachers will encourage this appreciation through their knowledge and conveyance of the subject, the appropriateness of instructional materials, and the quality of their students' responses. We expect our students to:

- understand the major representations in English discourse from earliest beginnings to the current moment; all literatures exist in conversation with earlier literatures;
- organize and interpret evidence;
- feel the experiences of others, both by engaging in literatures and by their own efforts to create new literatures;
- understand how periods, cultural intentions, and literary genres differ;
- grasp the skills and theories of interpretation, and the history of our own discipline;
- see how interpretive interests shift with time and place;
- attend to linguistic details of semantics, phrasing, and structure;
- assume there are reasonable alternative understandings of a text;
- adjudicate differences through reasoned arguments that honestly engage counter-arguments.

Our students will have lives in very different arenas, but all calling for skills in discourse, empathy, civil argument, and civic engagement. We cannot and should not say what those careers will be; we train students for jobs that have not yet been invented.

English Department students with an interdisciplinary major in **Narrative Studies** should expect instruction that inculcates an appreciation for all of the above, and coordinates with definitions of teaching excellence in USC's corresponding departments.

The Department of English adheres to the modalities of instruction published in the "USC Definition of Excellence in Teaching."

Approved September 18, 2018
Undergraduate Studies Committee
Department of English