

<b>TITLE</b>	European Orientalism: encounters with Asia and the Middle East, 1800-c. 1950
<b>SI MODULE CODE</b>	77-6835-00S
<b>CREDITS</b>	20
<b>LEVEL</b>	6
<b>JACS CODE</b>	
<b>SUBJECT GROUP</b>	History
<b>DEPARTMENT</b>	Humanities
<b>MODULE LEADER</b>	Marie-Cecile Thoral

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
<b>36</b>		<b>164</b>	<b>200</b>

### **MODULE AIM**

This module will provide an overview of the history of interactions between East and West, between Europe, the Middle East and Asia from the beginning of the 19<sup>th</sup> century (Napoleonic expedition to Egypt, British rule in India) to the mid-twentieth century through the analysis of colonial encounters, and the impact of 'Orientalism' on European societies (with a focus on France, Britain and Germany).

### **MODULE LEARNING OUTCOMES**

By engaging successfully with this module, you will be able to:

- reflect on the evolution of the complex interaction between Europe and the Orient (Middle East and Asia) in the nineteenth and twentieth centuries;
- explain, evaluate and apply conceptual and theoretical approaches to the understanding of Orientalism, of the interaction between Europe and the Orient in the period of study;
- interpret and apply primary sources related to Orientalism and imperial history during the period under study;
- compare and contrast different historians' perspectives on imperialism and Orientalism, and analyse current historical debate and controversy through engagement with recent secondary literature.

### **INDICATIVE CONTENT**

Topics may include:

- Edward Said and the debate on Orientalism
- Imperialism and Orientalism
- Egyptology and archeology
- Linguistic Orientalism (philology)
- Scientific Orientalism
- Japonism
- The Russo-Japanese war
- Military Orientalism: colonial warfare and 'Martial races'
- Orientalism and race
- Architectural Orientalism

- Orientalism in popular culture (theatre, cinema, music, food, textile/fashion)
- Medical 'orientalism'

## **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

The module will be based on weekly lectures and seminars. The lectures will provide an outline of the main issues, concepts, historiography and debates or controversies. Through the analysis of primary and secondary sources in seminars, you will deepen your understanding of specific issues introduced in the lectures and develop analytical, presentational and organizational skills.

The seminars will be organized around:

- (a) a discussion of a digitized reading, such as a journal article or a book chapter, on a relevant theme or debate, to be accessed via the module BB site and read in advance
- (b) documentary readings (primary sources), again to be accessed via the module BB and read in advance.

In addition, the seminars will provide an opportunity for further discussion of themes which have been established in the lectures, particularly in relation to historical controversy and debate. The seminars should therefore be seen as preparation for both components of assessment for this module.

The module will be e-supported through the provision of lecture slides at least 24 hours before the lecture, electronic reading lists, digitised readings and, where relevant, other learning resources via the module Blackboard site.

The module is assessed by two tasks:

- One 2,000 word essay (50%)
- One two-hour unseen exam paper (50%) with three questions to answer.

## **ASSESSMENT TASK INFORMATION**

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Essay	CW	50%	2000 words	No
2	Exam	EX	50%	2 hours	No

## **FEEDBACK**

You will be provided with written feedback for module tasks on standardised proformas. Oral feedback will be available for those who request it. On-going advice on the development of research and writing skills will also be given by the Module Leader in seminar sessions.

In classroom discussion you will be given the opportunity to express and develop ideas of your own and will receive informal feedback from the tutor and other students on this. This will be further facilitated by small group discussion which will enable you to share your ideas as well as to learn from others.

## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

- The Learning Centre now has a large and growing number of electronic and hard copy resources on colonial history, including monographs, journal articles and edited volumes of essays.
- A number of short items (book chapters or journal articles) will be digitised and made available via the module BB site (one for each week of the module).
- A longer reading list will be available in the module guide and on the module BB site.

### **Indicative Reading List**

- Arnold, D., *Science, technology and medicine in colonial India* (Cambridge, 2004).
- Cohn, B. S., *Colonialism and its forms of knowledge. The British in India*, (Princeton, 1996).
- Dobie, M., *Foreign bodies : Gender, Language and Culture in French Orientalism* (Stanford, 2001).
- Harrison, M., *Public health in British India: Anglo-Indian preventive medicine, 1859-1914*, (Cambridge, 1994).
- Lowe, L., *Critical terrains. French and British Orientalisms* (Ithaca, 1991).
- Mitchell, T., *Colonising Egypt* (California, 1991).
- Pelis, K., *Charles Nicolle: Pasteur's imperial missionary. Typhus and Tunisia*, (New York, 2006).
- Porter, P., *Military Orientalism: Eastern war through Western eyes* (New York, 2009).
- Prakash, G., *Another Reason* (Princeton,, 1999).
- Riello, G & T. Roy, *How India clothed the world: the world of South-Asian textiles, 1500-1850*, (London, 2009).
- Said, E., *Orientalism: Western conceptions of the Orient* (Harmondsworth: 1995 [1978])
- Schreier, J., *Arabs of the Jewish faith: the civilizing mission in Algeria*, (Brunswick, N.J., 2010)
- Varisco, D. M., *Reading Orientalism. Said and the unsaid*, (Seattle, 2007).

**SECTION 2 MODULE INFORMATION FOR STAFF ONLY**  
**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION**  
**MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	<b>09/2015</b>

**MODULE DELIVERY PATTERN -**

	Module Begins	Module Ends
Course Intake 1	09/ 2015	01/2016
Course Intake 2	01/2016	06/2016
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

**MODULE ASSESSMENT INFORMATION**

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

**SUB-TASKS**

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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**FINAL TASK**

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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**NON-STANDARD ASSESSMENT PATTERNS**

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.  NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	
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**REVISIONS**

Date	Reason
May 2017	Modification DB3HU34-1617
July 2017	Operational change approved by Humanities Departmental Board 21/06/17