

DOCTORAL PROGRAMME IN HERITAGES OF PORTUGUESE INFLUENCE

Colonial Processes and Representations

Teaching Staff

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Overview

The main objectives of this curricular unit are:

- Familiarization with the implementation of the modern colonial processes adopted after the Berlin Conference;
- Acknowledgement of the main specificities of the different colonial cultures, both in geographic (Africa, the Americas, Asia and Pacific) and metropolitan extraction (Germany, Belgium, France, Great Britain, Portugal) terms;
- Acquisition of analysis and synthesis skills: capacity of articulating these with the information management. Development of critical thinking. Acquisition of independent learning and researching skills. Development of skills to solve problems; to conduct interdisciplinary teamwork; to carry out research in an international environment;
- Valuing diversity and multiculturalism; applying the themes under analysis to a perspective that incorporates the knowledge of different frameworks in the contemporary world.

Content

Contact situations are culturally creative, generating practices and representations – new cultural formulations deriving from the contact – that are not subsumable to alleged untouched origins in the opposition between “we” and “others”. The seminar on Colonial Processes and Representations analysis the complexities of different ‘colonial situations’ in a comparative perspective, exploring processes of mutual constitution of practices and representations derived from the colonial relations processes. Approaches include:

- Critical evaluation of travel accounts from the 19th century onwards;
- Analysis of spatial practices of travel and residence;
- Critical reflection on theory and culture of traveling and settling;
- Ethnographic analysis of various colonial cultures by comparing the cases of the Pacific, Africa and South and Central America;
- Critical appraisal of notions such as ‘tropical’, ‘colonial civility or colonial cultures.

Teaching and Assessment Methods

The course develops around a seminar structure involving the preliminary weekly reading of the texts indicated in the bibliography. Each lesson is devoted to a theme with a set of guidelines for a debate, with which students must relate their research topic. The assessment consists of a text's review of the literature associated with each topic/week, according to the

specific interests of the student, and a joint essay of the student's research topic with the literature of the course. Further orientation on the work is given in tutorial sessions.

Main bibliography

CLIFFORD, J. (1997), *Routes: travel and translation in the late twentieth century*. Cambridge, Mass., London: Harvard University Press.

COHN, B. S. (1996), *Colonialism and its forms of Knowledge The British in India*. Princeton: Princeton University Press.

COMAROFF, J. & COMAROFF, J. L. (2009), *Ethnicity*. Chicago & London: The University of Chicago Press.

DARIAN-SMITH, K. et al (1996), *Text, Theory, Space: land, literature and history in South Africa and Australia*. London: Routledge.

MILLER, D. P. e REILL, P. H. (Eds.) (1996), *Visions of Empire: voyages, botany and representations of nature*. Cambridge: CUP.

PRATT, M. L., (1992), *Imperial Eyes: travel writing and transculturation*. London: Routledge.

RYAN, J. (1997), *Picturing Empire: photography and the visualization of the British empire*. London: Reaktion Books.

THOMAS, N. (1999), *Possessions – Indigenous Art / Colonial Culture*. London: Thames & Hudson.