

# ‘Europe’ and the Rest of the World

(Topics in Sociological Analysis)

Rutgers University, Sociology 01.920.393.01  
Beck Hall 251 (LC), Tu-Th 5:00pm-6:20pm

Professor: Böröcz József

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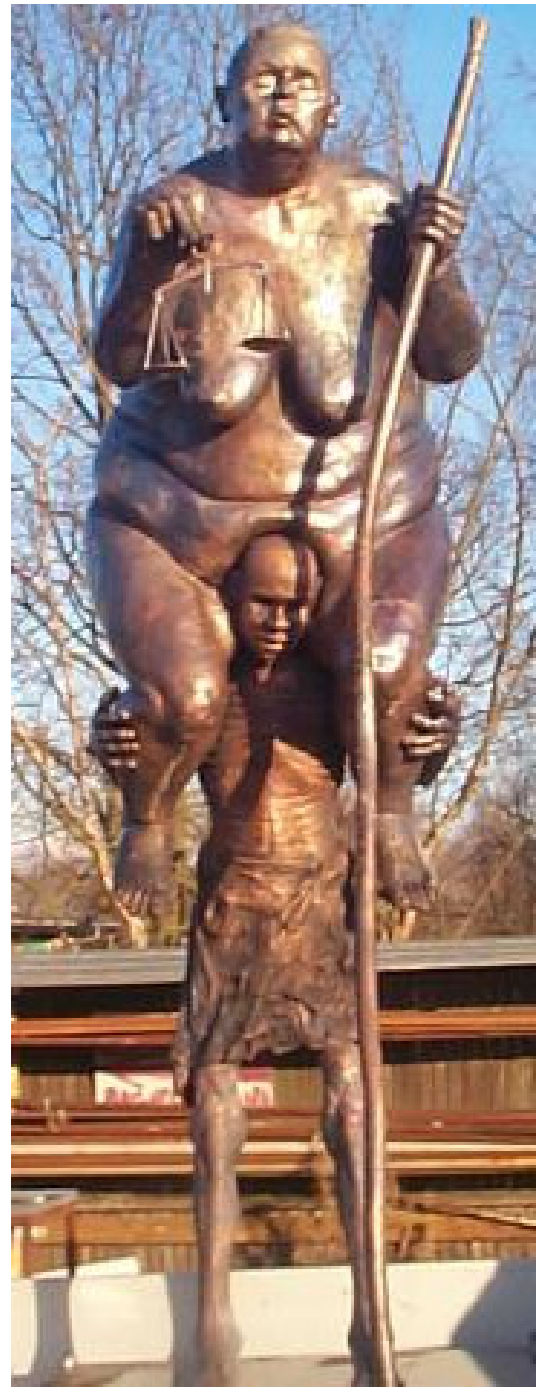
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Office Hours: Tue 4-5 pm  
Lucy Stone Hall A 207

The modern world, as we know it today, is not a “naturally given” phenomenon: It is the product of concerted, global activities by very specific social actors with rather precise interests, pursuing definite goals and following distinct desires. Actors rooted in one peculiar set of geographical locations in the world—western Europe—have played an exceptionally important part in the creation and maintenance of the set of social relations we call the global system today. This development, spanning approximately five centuries by now, has provided the societies of western Europe with enormous concentrations of wealth and income, political power and authority over the rest of the world, and a deeply set cultural identity based on unmistakable, often explicit, claims of ‘European’ superiority. Even the practice of calling this social location—the wealthy, powerful and culturally celebrated societies of western Europe—‘Europe’ has been a product of this historical process, and this glorified ‘Europe’ has never been co-extensive with the physical space geographers call Europe.

This course offers an introduction to the historical sociology of global relations by surveying the form of the linkages between this ‘Europe’ and the rest of the world. It develops a long-term geopolitical perspective by examining five definite situations of the relationship between ‘Europe’ and the rest-of-the-world arranged, more or less, in a chronological order:

- the world before west European contact and the process of “discovery,”
- varieties in colonial rule,
- independence movements, liberation struggles and their various outcomes,
- after colonial rule: neocolonialism, imperialism and ‘global governance’ and,
- within geographical Europe: contiguous relations of empire.



***THIS CLASS IS FOR JUNIORS AND SENIORS.  
IT HAS PREREQUISITES AND IS ABSOLUTELY NOT DESIGNED TO BE YOUR  
FIRST COURSE IN THE SOCIAL SCIENCES.***

This course consists of two meetings each week. (For the precise schedule of the lectures and discussions, including the required reading for each week's discussions session, see pages 3-4 of this handout.) There are three genres of classroom meetings. You are expected to:

- /1/ discuss readings and pertinent issues based on our experience and other knowledge,
- /2/ attend and actively, creatively and constructively digest lectures, delivered by Professor Böröcz, on the basic conceptual and methodological issues that require special attention, and
- /3/ view and discuss, again in an active, creative and constructive manner, films that will be screened in the classroom. We shall treat films as intellectual products (which they are), very much like scholarly works, and they form a crucial, integral part of this class: we are not viewing them for idle entertainment.

The readings, the lectures, the films and the discussions *together* form the material you will take away from this class. Your job is to engage all of them on time and synthesize them, much like a good cook transforms raw meat, vegetables, spices, heat, etc. into tasty and nourishing food. You will not be able to do well in this course unless you (1) come to class, (2) do the readings thoroughly and on time, (3) participate in the discussions and, most important, (4) use your head while doing all of those things.

**Grading** is a judicious combination of non-“curved” scores obtained from:

- *Attendance, homework assignments, and misc. (10%),*
- *lively, mature and constructive participation in the discussions (20 %),*
- *in-class midterm (35 %),*
- *final take-home (35 %).*

### **Readings:**

For a bibliography of the readings, consult the last pages of this handout. The books have been ordered through the Livingston Bookstore. They are available either online (in this case, just follow the links in the bibliography) or, in printed form, on Reserve in the KILMER Library.

### **Midterm and Take-Home “Final”:**

The midterm (to take place on October 12, ***no exceptions!***) is an in-class, closed-notes and closed-books exam. The end-of-semester exam is take-home (you will receive it in the last class), and it is non-cumulative (it only covers the second part of the semester). Their purpose is to see how well you have digested the material and to reward those of you who did best. The midterm consists of a set of questions requiring short answers (definitions or mini-essay-style explanations of a concept), and probably 1 question requiring a one-page answer; the take-home at the end of the semester will be two questions asking for short answers (approximately 1-page each). If you do the work (attend and follow the lectures, do the readings, pay attention to the films and participate in the discussions, etc.) during the semester, you should find the exams easy and the time allotted for them plenty. I invite you to propose questions that you would like to see in the exams. If I find them smart/interesting enough, I will include them.

## Schedule:

Date	Tuesday	Date	Thursday
9/5	Intro: <ul style="list-style-type: none"> <li>. class organisation</li> <li>. China and the world before 1500</li> </ul> Film: <i>The Roads to Xanadu</i> . (David Roberts, 1989, USA & UK)	9/7	'Europe' and the rest-of-the-world before 1500  Film & discussion: <i>Caravans of Gold</i> . (Basil Davidson, 1984, UK)  Reading: Chase-Dunn and Hall: 149-163.
9/12	Lecture: the world before 1500: concepts and magnitudes  Reading: Chase-Dunn & Hall: 163-86	9/14	Discussion:  <ul style="list-style-type: none"> <li>. How was the world before 1500 different from global capitalism?</li> <li>. What does this imply for our times and the future?</li> </ul>
9/19	Lecture: West Europeans finally discover what had always been there: impact on the rest of the world	9/21	Lecture: paradigms of global inequality I.: modernization theories
9/26	Lecture: paradigms of global inequality II.: dependencía theories  Readings: Mintz 3-73	9/28	Film: <i>The Africans. 4. Tools of Exploitation</i> . (Tim Copestake & Ali Mazrui, 1986. USA & UK)
10/3	Lecture: paradigms of global inequality III.: world-systems analysis	10/5	Discussion: The West and the Rest  Reading: S. Hall 185-201
10/10	Discussion: Global interconnections— in the west Europeans' stomach  Reading: Mintz 74-214	10/12	Midterm exam: in-class, closed-books, closed-notes
10/17	Discussion: The White Man's Burden and other crimes against humanity  Reading: Kipling: <i>The White Man's Burden</i> (MAKE SURE YOU BRING A PRINTED COPY TO CLASS!)	10/19	Discussion: Colonial Sexuality  Reading: Alloula: pp. TBA

10/24	Discussion: The Power of Words and Images Reading: S. Hall 201-225	10/26	Film: <i>The Battle of Algiers</i> (Gillo Pontecorvo, 1966, Algeria / Italy) part 1
10/31	Film: <i>The Battle of Algiers</i> (Gillo Pontecorvo, 1966, Algeria / Italy) part 2 Discussion: “the fight on terror”: where it all began	11/2	Lecture: The Cold War: State Socialism, Europe and the rest-of-the-world
11/7	Discussion: socialism and the end of colonialism Film: <i>A Luta Continua</i> (Robert F. van Lierop & Bob Fletcher, 1973, Mozambique)	11/9	Discussion: Global Racism 1 Reading: Césaire
11/14	Discussion: Global Racism 2 Film: <i>Frantz Fanon: Black Skin, White Mask</i> (Isaac Julien & Mark Nash, 1995, UK)	11/16	Lecture: Colonialism is Dead, Long Live (Neo)Colonialism!
11/21	Lecture: The structure of Europe: Europe’s internal others	11/23	THANKSGIVING RECESS
11/28	Lecture: Global Inequalities after Colonialism Reading: Böröcz 2005	11/30	Discussion: Global Inequalities In-class analysis of UNDP methods and data Reading: UNDP: 219-222.
12/5	Film: <i>An Ordinary Person’s Guide to Empire</i> (Arundhati Roy, 2004 USA) part 1	12/7	Film: <i>An Ordinary Person’s Guide to Empire</i> (Arundhati Roy, 2004 USA) part 2 Lecture: “global governance” and ‘Europe’ Reading: Böröcz and Sarkar 2006
12/12	Conclusions, discussions, patching-up etc TAKE-HOME EXAMS HANDED OUT	12/14	TAKE-HOME EXAMES DUE AT 4pm, in B207, Lucy Stone Hall

## Readings:

- Alloula, Malek. 1986. *The Colonial Harem*. Translation by Myrna Godzich and Wlad Godzich. Introduction by Barbara Harlow. Minneapolis: University of Minnesota Press.
- Böröcz, József. 2005. "Redistributing Global Inequality: A Thought Experiment." *Economic and Political Weekly*, 25 February.  
<http://www.rci.rutgers.edu/~jborocz/redistributing.epw.pdf> .
- Böröcz, József and Mahua Sarkar. 2005. "What Is the EU?" *International Sociology*, 20,2: 153-73. <http://www.rci.rutgers.edu/~jborocz/IS..pdf> .
- Césaire, Aimé. 2000 (1950). *Discourse on Colonialism*. New York: Monthly Review Press.
- Chase-Dunn, Christopher K. and Thomas D. Hall. 1997. "The Unification of Afroeurasia: Circa 500 BC – 1400 CE." Pp. 149-86 in *Rise and Demise: Comparing World-Systems*. Boulder, CO: Westview Press.
- Hall, Stuart. 1995. "The West and the Rest: Discourse and Power." Ch. 6 (pp. 184-228) in Stuart Hall, David Held, Don Hubert, and Kenneth Thompson (eds.) *Modernity: An Introduction to Modern Societies*. Cambridge (UK): Polity Press.
- Kipling, Rudyard. 1899. "The White Man's Burden."  
[http://www.wsu.edu:8080/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/kipling.html](http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/kipling.html) or <http://www.fordham.edu/HALSALL/mod/Kipling.html> .
- Mintz, Sidney. 1986. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin.
- UNDP. 2005. *Human Development Report 2005*. New York: United Nations Development Program. [http://hdr.undp.org/reports/global/2005/pdf/HDR05\\_HDI.pdf](http://hdr.undp.org/reports/global/2005/pdf/HDR05_HDI.pdf) . Pp. 211-220.