

EURR 4202D/5202A—PSCI 4801B/ 5915B**European and Russian Colonialism**

Thursday 8:35-11:25am

Confirm Location on Carleton Central

Professor Jeff Sahadeo

Office: 3312 Richcraft Hall

e-mail: jeff.sahadeo@carleton.ca**Course Format:** In person

Office Hours: Mon. 3:30-5:30 and by app't (online/in-person)

Brightspace link: <https://brightspace.carleton.ca/d2l/home/373332>**Content**

This course will analyze and compare the evolution of European and Russian colonialism from the late nineteenth century to the present. We will place modes of colonialism in discussion with each other, conceptually and empirically. The class will examine how colonialism is both understood and enacted over time, from the viewpoint of colonizers and colonized— recognizing that these are not unitary categories. Through this comparative lens, we will study the complexity of colonial relationships and how they impact everything from political sovereignty to daily life. Decolonization and decolonialism will be engaged alongside an understanding that we may well be entering a new “age of empires.”

Skills and Learning Outcomes

This course will develop skills to assist students in further academic pursuits or at the early stages of their careers. Included among these are critical thinking; public speaking (class participation and oral presentations); research skills (bibliographical assignment and source analysis); and writing and presentation skills for various audiences (quick takes and term assignment). We will also do small group work (project management). We will discuss, including with guest speakers, how to leverage classroom skills on the job/ academic markets.

Required Texts:

Texts will be made available free of charge through Brightspace.

Grading Components: (see below for 4000-level and 5000-level requirements)

Attendance and Participation	25%
Quick Takes	20%
Oral Presentation	15%
Major Term Project (components listed below)	40%

Attendance and Oral Participation(same for 4000 level and 5000 level)

Students will be graded on in-class participation and written assignments. Consistent class participation is VITAL to succeeding in this class. **Attendance is mandatory:** penalties for not attending (without medical attestation) are: 1 absence= 10% deduction of entire participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. Each **late arrival** (10 minutes+ after class time) will cost 25% of that day's attendance/ participation grade for every 15 minutes late.

Ringling cellphones, note passing, texting and other disruptions will also result in a loss of the participation mark on the same scale as absences.

Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that: (i) displays awareness of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings and (iv) offers critical analysis of the topic.

Oral Presentation

(same for 4000 and 5000 level students)

Each student will give one SHORT (5 minutes, 8 minutes maximum) oral presentation. Students will choose a topic based on their own interest, with the goal of stimulating discussion and adding an element to the week's readings. Presentation dates will be assigned in week 1. Total presentation time (with Q and A) will be 20 minutes.

Quick Takes

(4000 level: 4 oral and 4 written; 5000 level: 6 oral and 6 written)

*Oral: Students will give a 90 second briefing to the class of an important theme that connects the class readings, a "why/so what" designed to stimulate discussion.

*Written: Students will do an in-class writing assignment (15 minutes) of 150-200 words to address one of three thematic questions given by the instructor. The writing period will be 8:35-8:50 for students to come in 4/6 times during the semester, with the full class beginning at 8:50.

(For 4000 level students, there can be 2 overlaps between oral/written quick takes (so they will be done over 6-8 weeks; for 5000 level students, there can be 3 (so they will be done over 9-12 weeks).

Major Project Variant 1: Public Writing

In this format, students will focus on a major theme in European/Russian colonialism and distill academic research and writing to a popular audience. This can be done in the following formats (or other ones, in consultation with the instructor): a popular history website; an instagram page/social media posts; a museum guide (a guided tour or a catalog); creative writing (fiction, "memoir," etc.); personal history; podcast/documentary. The term project will be approximately 900 words (or equivalent) in addition to the interim projects.

Major Project Variant 2: Policy Brief/Memo

In this format, students will focus on a major theme in European/Russian colonialism that has current or future policy implications. They will produce one policy brief (800-900 words) over the semester, designed to inform decision-makers/analysts at government/NGO levels, in addition to the interim assignments.

Components and Percentages for Major Project (40% of total grade)

The project will consist of the following elements:

Sep. 22

*Choice of variant and proposed theme (and format if variant 1) (~200 words): 10%

Week of Sep 29

*Small group meetings with instructor to discuss topic: 5%

October 16

*Bibliographical Assignment (Sources and Annotations, details to follow): 15%
(4000 level students- 5 sources; 5000 level students- 7 sources) (~500 words)

October 31

*Source Analysis (1-2 (4000 level)/ 2-3 (5000 level) primary sources and how you will interpret them for the term assignment) (about 500 words): 20%

Week of November 3

*Individual meeting with instructor to review/discuss term assignment: 10%

November 14

*Outline/rough draft for term assignment (~400 words): 15%

November 28

*Final version: 25%

AI USE- Minimal Use – Basic Assistance Only

Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor).

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without relying on AI support.

Limitations: Students may not use AI for the following tasks:

- Creating outlines (e.g., using AI to structure an essay or presentation flow, using Microsoft Word's Outline View with AI suggestions).
- Generating creative content
- Summarizing large volumes of text (e.g., using AI to condense research articles; using Word's Smart Lookup and Researcher to condense research articles).

***ASSIGNMENTS FOUND TO USE AI FOR THESE PURPOSES WILL RECEIVE A GRADE OF ZERO**

The instructor may request students follow their written work by an in- person conversation. Do **NOT** cite Wikipedia or similar crowd-sourced pages in written work. You may, of course, use non-academic websites, etc. as primary sources as long as you engage them critically.

Late papers will be penalized **one letter grade (i.e. A- to B+)** per day late. Extensions will only be permitted with medical attestation. No work will be accepted after the end of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

It is not acceptable to hand in the same assignment for two or more courses. To obtain course credit, students must meet ALL the course requirements for **attendance**, term work, and examinations.

All work must be submitted through the Brightspace portal.

Laptop/ tablet/ phone use will be strictly limited to uses necessary for the class and will not be allowed for certain class activities (e.g. oral presentations, guest speakers) and small group sessions. Penalties for using devices for other uses will be assessed on the same scale as absences.

Diversity

This class aims to foster diversity in identity, profession and outlook. Please contact the professor if you wish to be referred to by different pronouns than in Carleton Central. Contact the professor directly with any questions/concerns on this (or any other) issue—we will discuss in class in the first weeks.

Class Schedule

(I will make minor changes to the schedule/ readings over the course of the semester)

Sep 4: Introduction and Preliminary Discussion: (De)Colonialism

Sasha Shestakova, "The Heterogenous Temporalities of Russian Colonialism" *Pars* 13, no. 2 (2021)

Patricia Ferraz de Matos and Lovio Sansone, "Decolonisation Matters" *Anthropological Journal of European Cultures* 30, no. 2 (2021): 80-6

Pragati K.B. "A Bid to Undo a Colonial-Era Wrong Touches a People's Old Wounds" *New York Times* Aug 2, 2025

Sep 11: Framework: Political and Economic/ Colonization and Decolonization

Frederick Cooper, "Decolonizing Decolonization" *Comparative Studies in Society and History* (2025), 1-26

Luciana Ballestrin, "Postcolonial and Decolonial Subaltern Feminisms" *Postcolonial Studies* 25, no. 1 (2022): 108-127

Ronald Robinson, "Non-European Foundations of European Imperialism: Sketch for a Theory of Collaboration" *Imperialism* ed. Wm. Roger Louis (1976), 117-140

Nigel Biggar, "British Empire Unfairly Maligned" *National Post*, Feb. 28, 2025

Catriona Kelly, "A Little Help is Better than a Lot of Pity" *Kritika* 25, no. 1 (2024): 117-30

Sep 18: Dirt, Disease and Civilization in European Empires

David Arnold, *Magic Mountains: Hill Stations and the British Raj* (1996), 19-38, 88-116

Daniel J. Walther, "Race, Space and Toilets: 'Civilization' and 'Dirt' in the German Colonial Order, 1890s–1914" *German History* 35, no. 4 (2017): 551–67.

Jeff Sahadeo, "Ethnicity, Class and 'Civilization' in the 1892 Tashkent Cholera Riot" *Slavic Review*, 64, no. 1 (2005): 117-130

Mishal S. Khan et. al. "The Lancet and Colonialism: Past, Present, Future" *The Lancet* 403 March 30, 2024

Sep 25: World War I: Empire, Race and Mobility

Tyler Stovall, "The Color Line behind the Lines: Racial Violence in France during the Great War" *American Historical Review* 103, no. 3 (1998): 737-69

Michelle Moyd, "Color Lines, Front Lines: The First World War from the South" *Radical History Review* no. 131 (2018): 13–35

Jeff Sahadeo, "War, Empire and Society" in *Russian Colonial Society in Tashkent, 1865-1923* (2007), 163-86

Peter Stanley, "Marigolds and Poppies: Commemorating 'Indian' War Dead" in *Commemorating Race and Empire in The First World War Centenary*, ed. Ben Wellings and Shanti Sumartojo (2018)
<https://doi.org/10.4000/books.pup.49783>

Oct 2: Italian Imperialism in a Global Context and World War 2 (guest: Victoria Salomon)

Ruth Ben-Ghiat, *Italian Colonialism* (2005), 1-5

Nicholas Doumanis, "Italians as 'Good' Colonizers: Speaking Subalterns and the Politics of Memory in the Dodecanese" in *Italian Colonialism*, 221-231

Patrick Bernhard, "Hitler's Africa in the East: Italian Colonialism as a Model for German Planning in Eastern Europe" *Journal of Contemporary History* 51, no. 1 (2016): 61–90

Moritz Florin, "Becoming Soviet through War: The Kyrgyz and the Great Fatherland War" *Kritika* 17, no. 3 (2016): 495-516

Oct 9: Small Groups Session 1: Settler Colonialism, Then and Now

Frantz Fanon, "Concerning Violence" in *The Wretched of the Earth* (1961), 35-83

Doerthe Rosenow, "The Violence of Settler Imperialism – and Why the Concept of Coloniality Cannot Grasp It" *Millennium: Journal of International Studies* 52, no. 2 (2023): 171-97

Laura Junka-Aikio, "Whose Settler Colonial State? Arctic Railway, State Transformation and Settler Indigenization in Northern Finland" *Postcolonial Studies* 26, no. 2 (2023): 279-301

Deanne Aline Marie LeBlanc "The Roles of Settler Canadians within Decolonization: Re-Evaluating Invitation, Belonging and Rights." *Canadian Journal of Political Science* 54, no. 2 (2021): 356–73.

Oct 16: Migration, Racism and Resistance in the Metropole: Paris and Moscow

Jim House, "Leaving Silence Behind: Algerians and the Memories of Repression by French Security Forces in 1961" in *Memories of Mass Repression: Narrating Life Stories in the Aftermath of Atrocity* ed. Selma Leyesdorff (2009), 137-53

Beth S. Epstein, "Expansive Vision: Re-thinking Race and Class Divides in the French Banlieue" *Anthropological Quarterly*, 97, no. 4, (2024): 701-733

Constantin Katsakioris, "Burden or Allies: Third World Students and Internationalist Duty through Soviet Eyes?" *Kritika* 18, no. 3 (2017): 539-567

Sherzod Eraliev and Rustamjon Urinboyev, "What Have You Done, Brother Putin: Everyday Geopolitics and Central Asian Migration to Russia" *Central Asian Survey* 43, no. 2 (2024): 215-234

FILM: Moscow's Little Kyrgyzstan

Oct 23: FALL BREAK

Oct 30: Russia/Ukraine and England/Ireland?

Serhy Yekelchuk, "The Ukrainian Crisis: In Russia's Long Shadow" (2014)

<https://origins.osu.edu/article/ukrainian-crisis-russias-long-shadow> and

"Sorry, Mr. Putin: Ukraine and Russia are Not the Same Country" (2022)

<https://www.politico.com/news/magazine/2022/02/06/ukraine-russia-not-same-country-putin-ussr-00005461>

Stuart Aveyard, "The Northern Ireland Conflict and Colonial Resonances" *Journal of Imperial and Commonwealth History* 51, no. 6 (2023): 1143-69.

Michael Hechter, "Internal Colonialism, Alien Rule, and Famine in Ireland and Ukraine" *East/West: Journal of Ukrainian Studies* 8, no. 1 (2021): 145-57

Taras Kuzio, "Empire Loyalism and Nationalism in Ukraine and Ireland" *Communist and Post-Communist Studies*, 2020, 53, no. 3 (2020): 88-106

Nov. 6: Russia/Ukraine: The State of Play (Guest Lecturers from Ukraine)

Nov 13: Dueling Empires in the Black Sea (with Anna Robinson)

Natalie Sabanadze and Galip Dalay, "Understanding Russia's Black Sea Strategy: How to Strengthen Europe and NATO's Approach in the Region" *Russia and Eurasia Programme*, July 2025

"European Union's Strategic Approach to the Black Sea Region" European Commission, May 28, 2025

Boris Komakhidze, "The Emotional Sight of Neoliberalized Port Infrastructure in Poti, Georgia" *Central Asian Survey* 43, no. 4 (2024): 468-86

Karly Valansi, "Why the Middle Corridor Matters amid a Geopolitical Resorting" *Atlantic Council* June 2, 2025

Nov 20: Dueling Empires in Africa

Choi Chatterjee and Karen Petrone, "The Invasion of Ukraine, the Quest for a Multipolar World and Russia's Civilizational Appeal to the Global South" *Slavic Review* 83, no. 1 (2024): 1-7

Evaline B. A. Etogho, "French Neocolonialism in Africa: Historical Overview and Summary of Current Events" *American Journal of Economics and Sociology* 81, no. 5 (2022): 829-849

Benjamin Young, "Russia is Riding an Anti-Colonial Wave across Africa" (Sep. 16, 2024)

<https://www.rand.org/pubs/commentary/2024/09/russia-is-riding-an-anti-colonial-wave-across-africa.html>

Sphynx Egbe-Mbah Eben, "The Geopolitics of French Wars in Africa: What Can Be Done" *American Journal of Economics and Sociology* 81, no. 5 (2022): 957-76

Thom Loyd, "The Politics of Anti-Imperial Nostalgia: South Africa's Response to the Russian Invasion of Ukraine" *Slavic Review* 83 no. 1 (2024): 15-23

Nov 27: Small Groups Session 2: Outsourcing Inequality

Joanna Bailkin, *Unsettled: Refugee Camps and the Making of Modern Britain* (2018), 1-15

<https://migrationobservatory.ox.ac.uk/resources/briefings/unauthorised-migration-in-the-uk/>

Ian Urbina, "The Secretive Prisons that Keep Migrants out of Europe" *New Yorker* Nov. 26, 2021

<https://www.newyorker.com/magazine/2021/12/06/the-secretive-libyan-prisons-that-keep-migrants-out-of-europe>

*current news articles TBA

Dec 4: Frontiers in Colonial/Decolonial Studies: Climate Change? Nongovernmentality? Sports?

(students will choose a theme and we will meet in small groups)

Táíwò, Olúfẹ́mí O and Beba Cibralic, "The Case for Climate Reparations" *Foreign Policy*. October 10, 2020

<https://foreignpolicy.com/2020/10/10/case-for-climate-reparations-crisis-migration-refugees-inequality/>

Suzy Blondin, "Environmental Migrations in Central Asia: A Multifaceted Approach to the Issue" *Central Asian Survey* 38, no. 2 (2019): 275-292

Gregory Mann, *From Empires to NGOs in the West African Sahel: The Road to Nongovernmentality* (2014). 209-242

Joseph Bradley, "British Colonialism, Ireland and the 'Old Firm': Postcolonial Identities and Contemporary Scottish Football and Society" *Postcolonial Studies* 25, no. 4 (2022): 489-507

Manfred Zeller, "Our Own Internationale, 1966: Dynamo Kiev Fans between Local Identity and Transnational Imagination" *Kritika* 12, no. 1 (2011): 53-82

Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

Mental Health and Wellbeing:

<https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities:

<https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

Academic consideration for medical or other

extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with

Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (*if applicable*).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided

to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

INTELLECTUAL PROPERTY

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640
Loeb	
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor
Library	
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501
Nideyinàn	
Career Services (6611)	401 Tory