

# PSCI 3105 B: IMPERIALISM

Winter 2018: Tuesday 8:35-11:25

Please confirm location on Carleton Central

**DRAFT: READINGS SUBJECT TO CHANGE**

Professor Jeff Sahadeo  
Office: 3314 Richcraft Hall  
Office Hours: Friday, 1-3pm

e-mail: jeff.sahadeo@carleton.ca  
Phone: 520-2600 x2996

TA: Mathieux Pare  
Office Hour: TBA

## Objectives

This course explores encounters between imperial states of Europe and North America (along with a brief discussion of Japan) and the “periphery” of Asia, Africa, and Latin America from the nineteenth century to the present. How did modern empires compete, interact and evolve? What were the effects on colonized lands and peoples? Has the United States created a new, global empire? How does its expansionist venture compare to past enterprises? Can we consider insurgent groups such as Al-Qaeda and ISIS as anti-imperial, as they themselves do? Imperialism has filled the coffers of western states, but that wealth has hardly been spread equally. Expansion has wrought violence and destruction, but delivered opportunities to subject peoples even if the “civilizing mission” has proven but a myth. Strategies of accommodation and resistance transformed empires in unforeseen ways.

## Readings

**Required** readings (below) will be available on CU Learn.

## Requirements

*Attendance/ participation (class discussion, debate, informal blog entries):	20%
**Critical Analysis Papers (~400-500 words)	(2x5%) 10%
**Blog reactions (~400-500 words)	(2x5%) 10%
***Final Paper (~3000 words/ 10pp) (due April 11)	25%
Take Home Midterm (distributed Feb. 27, due Mar 1 on CU Learn)	15%
Final exam (in regular exam period):	20%

\*Students will be expected to participate regularly, drawing on material from assigned readings. Participation in discussion (which may include quizzes) and a debate/role play will be 20% of the grade. **Attendance is mandatory**: penalties for not attending (without medical documentation) are: 1 absence= 15% deduction from participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction from participation grade. Each **late arrival** will cost 25% of that day’s attendance/ participation grade for every 15 minutes late.

Participation grades will be determined based on (a) attendance and attention level as well as (b) active participation that: (i) displays knowledge of the subject; (ii) contributes to the flow of conversation; (iii) shows knowledge of the readings; (iv) offers critical analysis of the readings and appropriate themes. Those who are more comfortable writing than speaking may also contribute **informal impressions of the readings to CULearn by 9am the day of class.**

\*\*The critical analysis papers and blog reactions will be based on the weekly readings. The papers will discuss, critically and analytically, selected themes of the readings, and will be handed in at the beginning of that week's class. The blog reactions will also provide critical impressions of the themes and readings, but will not need to be structured as "traditional" papers. Further details will be provided in class and posted on CU Learn. **Blog reactions will be due on the day before class (Monday) by midnight.**

You may **choose** the weeks to submit your papers/ reactions, **as long as the first is handed in by Jan. 23, the second by Feb 13, the third by Mar 6, and the fourth by Mar. 27.**

\*\*\*The final paper will be an original piece of research **using at least eight sources**. Topics can be relatively open, so long as they relate to the course material, but **must be approved** by the professor or teaching assistant. Papers will be graded on effectiveness of writing as well as analysis. Further details will be posted on CULearn.

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

Assignments sent by email will **not be accepted without the instructor's prior consent**. It is not acceptable to hand in the same assignment for two or more courses. To obtain credit in a course, students must meet ALL course requirements for attendance, term work, and examinations.

**Note: No laptops/electronics will be allowed during the discussion sections of the class, and in lectures are to be used only for activities directly related to the course (no facebook, instagram, email, surfing etc.) Ringing cellphones, texting, using electronic devices for anything besides coursework and other disruptions will also result in a loss of the participation mark on the same scale as absences.**

## **Schedule (note- readings subject to change)**

### **Jan 9: Introduction**

1. Opening Discussion: What is Imperialism?
2. Introductory Lecture: Empire, Imperialism, and Colonialism, Past and Present

#### Background/ Discussion Readings

Ania Loomba, *Colonialism/ Postcolonialism*, 1-12

### **Jan 16: Evolution**

1. Foundations of Modern Imperialism and Early Expansion
2. India and the 1857 Rebellion

#### Background Readings (for January 16 and 23)

Timothy H. Parsons, *The British Imperial Century, 1815-1914*, 9-51

Julian Go, *Patterns of Empire: The British and American Empires, 1688 to the Present* (2011), 108-117, 128-131

#### Discussion Readings

Stephen Howe, *Empire: A Very Short Introduction*, 1-19

Edward Said, *Orientalism* (1978), 1-9

Bernard Cohn, "Cloth, Clothes, and Colonialism: India in the Nineteenth Century" *Imperialism and Its Forms of Knowledge: The British in India* (1996), 106-7, 121-9

Daniel J.R. Grey, "Creating the 'Problem Hindu': Sati, Thuggee and Female Infanticide in India, 1800-60" *Gender and History* 25, no. 3 (2013): 498-510

## **Jan 23: Why Did It Seem So Easy? The Initial Conquest of Africa**

1. Science and Technology
2. Civilizing Mission/ White Man's Burden/ Racism
3. Methods of Rule
4. Memories of Empire

### Discussion Readings

Daniel R. Headrick, *Power over Peoples: Technology, the Environment and Western Imperialism, 1400 to the Present* (2010), 226-34, 212-17, 257-75

Rudyard Kipling, "The White Man's Burden" Alice Conklin and Ian Christopher Fletcher, *European Imperialism, 1830- 1930*, 58-59

Adrian Hastings, "Christianity, Civilization, and Commerce" *European Imperialism...* 74-81

Ania Loomba, *Colonialism/ Postcolonialism*, 104-123

Empire and Memory in Great Britain: <https://yougov.co.uk/news/2014/07/26/britain-proud-its-empire/> AND <http://www.independent.co.uk/news/uk/home-news/british-empire-compared-to-isis-on-steroids-after-uk-public-says-it-is-proud-of-colonial-past-a6822636.html>

## **Jan 30: Africa Partitioned**

1. Causes
2. Winners and Losers (Clips from documentary: *Africa: A Voyage of Discovery*)
3. Variations of Imperial Rule
4. Consequences

### Background Readings

M.E. Chamberlain, *The Scramble for Africa*, 15-27, 46-55

### Discussion Readings

Adam Hochschild, *King Leopold's Ghost*, 6-18, 115-77

DEBATE: Empire and Memory in Britain and Africa: "Why is Cecil Rhodes such a Controversial Figure" <http://www.bbc.com/news/magazine-32131829> and "Rhodes Must Not Fall" <https://yougov.co.uk/news/2016/01/18/rhodes-must-not-fall/>

## **Feb 6: Critics, War and the Roots of Dependency**

1. Hobson, Lenin, and the early critics of Imperialism
2. World War I and the Postwar Settlements
3. The Colonial Encounter and the Growth of Resistance
4. Enshrining Dependency

### Background Readings

P.J. Cain and A.G. Hopkins, "Playing the Game in Tropical Africa" *British Imperialism: Crisis and Deconstruction, 1914-1990*, 201-34

### Discussion Readings

#### a) Economic Understandings of Imperialism

J.A Hobson, "Imperialism" *European Imperialism, 1830-1930*, 14-20

V.I. Lenin, "Imperialism: The Highest Stage of Capitalism" *European Imperialism...* 36-42

#### b) Imperialism, "Collaboration" and Resistance

Ronald Robinson, "Non-European Foundations of European Imperialism: Sketch for a Theory of Collaboration" *Imperialism* ed. Wm. Roger Louis (1976), 124-137

Adeeb Khalid, "Representations of Russia in Central Asian Jadid Discourse" *Russia's Orient: Imperial Peoples and Borderlands 1700-1917* (1997), 188-202

George Orwell, *Burmese Days* (1934), 36-45

M.K. Gandhi, "The Disease of Civilization" *European Imperialism*, 22-8

## **Feb 13: Postcolonialism: Europe's Formal Withdrawal**

1. Roots of Decolonization
2. Palestine and the Middle East
3. India
4. Africa

### Background Readings

Raymond F. Betts, *Decolonization* (1998), 37-45, 61-70

### Discussion Readings

Jawaharlal Nehru "The Discovery of India" *Nationalism Reader* ed.O. Dahbour (1995), 248-54

Franz Fanon, *The Wretched of the Earth* (1963). 35-82, 148-61

Daniel Headrick, *Power over Peoples*, 334-340

## **Feb 20: No Class: Reading Week**

## **Feb 27: Russia and Asia**

1. The Tsarist Empire and Asian Expansion
2. The Reach of the Russo-Japanese War
3. The Soviet Union: an Empire?

### Discussion Readings

Thomas M. Barrett, "The Remaking of the Lion of Dagestan: Shamil in Captivity" *Russian Review* (July 1994) 352-66

J. Charles Schencking, "The Imperial Japanese Navy and the Constructed Consciousness of a South Sea Destiny" *Modern Asian Studies* 33, no. 4 (1999): 769-96

Douglas Northrop, "The Limits of Liberation: Gender, Revolution, and the Veil in Soviet Uzbekistan" *Everyday Life in Central Asia* ed. Sahadeo and Zanca (2007), 89-102

Kate Brown, "Gridded Lives: Why Kazakhstan and Montana Are Nearly the Same Place" *American Historical Review* 106 no. 1 (2001): 17-48 (**READ 17-22, 30-37**)

## **March 6: The United States and Empire**

1. Origins of the American Empire
2. The Cold War
3. The "Global Policeman"

### Discussion Readings:

“Kipling, The White Man’s Burden, and US Imperialism” *Monthly Review* 55 no. 6 (2003): 1-11  
Robert Kagan, “The Benevolent Empire” *Foreign Policy* 1998, no. 111: 24-35  
Makdisi Ussama, “Anti-Americanism in the Arab World: An Interpretation of a Brief History”  
*Journal of American History* 2002 89(2): 538-557

### **March 13: Debate/ Role Play (Topic To Be Announced)**

### **March 20: 9 /11, Oil, the Middle East (Afghanistan) and Iraq**

1. The Road to 9/11
2. Iraq and the Islamic State
3. Imperialism, Postcolonialism and anti-imperialism in 2017

#### Discussion Readings

##### a. A Clash of Civilizations?

Samuel P. Huntington, “The Clash of Civilizations?” *Foreign Affairs*, 72 (Summer 1993), 22-39  
Edward W. Said, “The Clash of Ignorance” *The Nation*, 22 October 2001  
Michael H. Hunt “In the Wake of September 11, the Clash of What?” *Journal of American History* 2002 89(2): 417-25

##### b. After 9/11

Michael Mandelbaum, “David’s Friend Goliath” *Foreign Policy* 2006, no. 152: 50-56  
Miubarak Altwaiji, “Neo-Orientalism and the Neo-Imperialism Thesis: Post 9/11 US and Arab World Relationship” *Arab Studies Quarterly* 36, no. 4 (2014): 313-23  
Current media articles TBA

### **March 27: Film and Discussion- TBA**

### **April 3: Imperialism and Racism Today**

1. Keeping Europe (and North America) White
2. The European Right, Racism and Refugees
3. Putin’s Russia: the Near Abroad and Not-so-Near Abroad

#### Discussion Readings

Thomas Piketty, “Clamping Down on Law and Order will not be Enough” *Le Monde* 22-3 November 2015 (translated link below)  
<http://piketty.blog.lemonde.fr/2015/11/24/clamping-down-with-law-and-order-will-not-be-enough/>  
Serhy Yekelchyk. “The Ukrainian Crisis: In Russia’s Long Shadow”. *Origins: Current Events in Historical Perspective* 7, no. 9 (2014)  
<https://origins.osu.edu/article/ukrainian-crisis-russias-long-shadow>  
Current Media Articles TBA

### **April 10: Canada: An Imperialist Country?**

Julie Tomak, “Contesting the Settler City: Indigenous Self-Determination, New Urban Reserves, and the Neoliberalization of Colonialism” *Antipode* 49, no. 4 (2017): 928-945  
Sarah de Leeuw, “Writing as Righting: Truth and Reconciliation, Poetics and New Geo-Graphing in Colonial Canada” *Canadian Geographer* 61, no. 3 (2017): 306-18  
Julie Kaye, “Reconciliation in the Context of Settler-Colonial Gender Violence: “How Do We Reconcile with an Abuser” *Canadian Review of Sociology* 53, no. 4 (2016): 461-7  
J.Z. Garrod and Laura McDonald, “Rethinking ‘Canadian Mining Imperialism’ in Latin America”

In *Mining in Latin America: Critical Approaches to the New Extraction* ed. Kalowatie Deonandan (2016), 100-115

\*Current Media Articles TBA

## Academic Accommodations

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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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** 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*). 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*).

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**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:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, 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 which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

**Carleton E-mail Accounts:** All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.

