

PSCI 3105 A: IMPERIALISM
Winter 2024: Tuesday 8:35-11:25
Please confirm location on Carleton Central

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Objectives

This course explores encounters between expanding states of Europe, North America and Asia and those subject to imperialism and colonialism from the nineteenth century to the present. How did modern empires compete, interact and evolve? How did peoples subject to imperialism accommodate and resist colonial powers? We examine imperial power as a relationship, but an unequal one. Expansion has wrought violence and destruction, but has delivered opportunities to some categories of the subject population even if the “civilizing mission” has proven but a myth. We examine issues of power, race, gender, the environment and the evolution of imperial power and resistance. We will discuss how imperialism permeates our lives and discourse in the present.

Learning Outcomes

By the end of course, students will be able to:

- *identify important concepts and motives that underpin imperial rule
- *understand the complexity of the colonial relationship
- *consider the ways colonized peoples have resisted imperial power
- *demonstrate an understanding of how imperialism affects the modern world
- *participate and communicate effectively in discussion with interventions based on ideas and evidence from class readings
- *learn and apply critical analysis skills through reading academic and popular literature and I through writing posts and papers
- *expand research and bibliographical skills
- *design and create an original research project
- *synthesize important class concepts in an exam setting

Readings

Required readings (below) will be available on brightspace.

Requirements

*Attendance/ participation (class discussion, debate, informal blog entries):	20%
*Blog reactions (~250 words):	(2x5) 10%
*Critical Analysis Papers (~500 words)	(2x7.5%) 15%
*Final Project (outline, bibliography, source analysis, final paper):	25%
*Midterm Quiz (in class, Feb. 13):	10%
*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), a debate/role play, and two informal written impression posts will be 20% of the grade. **Attendance is mandatory:** penalties for not attending (without medical self-declaration forms) are: 1 absence= 15% deduction from participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. Students with valid medical or other issues for missing class will be allowed at the instructor's discretion to write short reactions on the readings to make up for missed participation marks.

Late arrivals (after 8:40) will result in a penalty of 25% of that day's attendance/ participation grade for every 15 minutes late.

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

The **two** informal impressions of the readings (~150 words each) that form part of the participation grade will be sent to brightspace **by 10pm the night before class.**

The blog reactions and critical analysis papers will be based on the weekly readings. Students will select a theme that crosses over **more than one** (though not necessarily all) readings. Each reaction and critical analysis paper will offer critical, analytical assessments of a theme the student selects. Blog reactions can be structured less formally than papers. Further details will be provided in class and posted on brightspace. **Critical reaction papers will be due the day of class (Tuesday) 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.**

(Note: the two informal blog entries, blog reactions and critical analysis papers will each be submitted on different weeks)

The **FINAL PROJECT** will consist of the following elements:

*topic proposal (Feb 6) (100-200 words)	15%
*bibliography assignment (Feb 20) (5 sources and research strategy)	15%
*outline and bibliography assignment (Mar 8)	25%
*rough draft (Mar 22)	20%
*final project (2000 words or equivalent) (Apr 5)	25%

The final project 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 and research as well as analysis. Other options for the final project include podcasts, museum guides, policy briefs, etc. Further details will be posted on brightspace.

Do **NOT** use Chat GPT or other AI sources in any submissions or assignments. Grading will focus on how you engage specific source material; assignments found to be generated using AI will receive a grade of 0. 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. 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: Laptops/electronics are to be used ONLY for class activity. Using devices for non-class material will result in a 25% deduction from the participation grade for each instance.

Diversity

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

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: From the Foundations of Modern Imperialism to Decolonization

1. Capitalism and Racism
2. India and the 1857 Rebellion
- 3: Decolonization Today

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

Tina Curriel-Allen, "What Decolonization is, and What it Means to Me"

<https://www.teenvogue.com/story/what-decolonization-is-and-what-it-means-to-me>

Jan 23: The European Conquest of Africa and Imperial Nostalgia

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 and Its Colonies:

<https://www.theguardian.com/world/2020/mar/11/uk-more-nostalgic-for-empire-than-other-ex-colonial-powers> AND "Jamaicans Call for Reparations as British Royal Couple Arrives"

<https://www.aljazeera.com/news/2022/3/22/british-royal-couple-visiting-jamaica-amid-calls-for-reparations>

Jan 30: Africa Partitioned and Memories/Legacies of Conquest

1. Causes
2. Winners and Losers
3. Variations of Imperial Rule
4. Consequences for Africa

Background Readings

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

Richard Reid, "Africa's Revolutionary Nineteenth Century and the Idea of the 'Scramble'" *American Historical Review* 126, no. 4: 1424-47

Discussion Readings

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

Bianca Naude. "COVID 19 Travel Bans and the Reactivation of Colonial Trauma in Africa"

International Affairs 99, no. 3 (2023): 1109-26

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" Zethu Matebeni, "#Rhodes Must Fall: It Was Never Just about the Statue" <https://za.boell.org/en/2018/02/19/rhodesmustfall-it-was-never-just-about-statue>

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

Nana Osei-Opare, "Ghana and Nkrumah Revisited: Lenin, State Capitalism and Black Marxist Orbits" *Comparative Studies in Society and History* 65, no. 2 (2023): 399-421

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/ Decolonization (and midterm quiz)

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 the Soviet Union

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. 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 5: 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 12: 9/11, Oil and the Middle East

1. The Road to 9/11
2. Iraq and the Islamic State
3. Imperialism, Postcolonialism and anti-imperialism in 2023

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 19: Indigenizing the Arctic

Course Unit on brightspace (details TBA)

March 26: Imperialism and Racism Today

1. Keeping Europe (and North America) White
2. The European Right, Racism and Refugees
3. Russia and its “Blacks”
4. The Far Right and anti-Islamism

Discussion Readings

Thomas Piketty, “Clamping Down on Law and Order will not be Enough” *Le Monde* 23 Nov. 2015
Nicole Dungca and Claire Healy, “Revealing the Smithsonian’s ‘Racial Brain Collection’”
Washington Post, Aug. 14, 2023 and Zachary Small “Facing Scrutiny, a Museum that Holds 12, 000 Human Remains Changes Course” *New York Times*, Oct. 18, 2023

April 2: Imperialism and the Environment

1. Natural resource extraction
2. Climate change
3. Migration and Borders

Discussion Readings

Jayati Ghosh, Shouvik Chakraborty and Debamanyu Das, “Climate Imperialism in the Twenty-First Century” *Monthly Review* 74, no. 3 (2022): 70-85
Leon Sealey-Huggins, “‘1.5C to Stay Alive;’ Climate Change, Imperialism and Justice for the Caribbean” *Third World Quarterly* 38, no. 11: 2444-2463

April 9: Imperialism and War today: Russia’s Invasion of Ukraine and Imperial Legacies in the Middle East

David Marples, “Russia’s War Goals in Ukraine” *Canadian Slavonic Papers*, 64, 2-3 (2022): 207-219
Bohan Kordan, “Russia’s War against Ukraine: Historical Narratives, Geopolitics and Peace”
Canadian Slavonic Papers, 64, 2-3 (2022): 162-72
Florian Muhlfried, “Between Hospitality and Hostility: Russian Citizens in Georgia” *Anthropology Today* 39, no. 3 (2023): 17-20

Appendix

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/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: <https://walkincounselling.com>

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:

Academic consideration for medical or other extenuating circumstances:

Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

Pregnancy accommodation: Please 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, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please 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](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the

Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please 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 information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of

sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

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

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.
