

PSCI 3105: IMPERIALISM

Winter 2016: Tuesday 8:35-11:25 (CB 3101)

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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 late 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 imperial enterprises? Imperialism has filled the coffers of western states, but that wealth has hardly been spread equally. Imperial 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 empire-building in unforeseen ways.

Readings

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

Requirements

*Attendance/ participation (class discussion, debate):	20%
**Critical Analysis Papers (1-2pp)	(4x5%) 20%
***Final Paper (10pp) (due April 5)	25%
Take Home Midterm (distributed Feb. 23, due Feb. 25)	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. Ringing cellphones, note passing, surreptitious 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.

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.

Short (1-2pp) critical analysis papers will be based on the weekly readings. Each paper will discuss, critically and analytically, selected themes of the readings, and will be handed in at the beginning of that week’s class. Essay samples will be posted on the CU Learn site. You may **choose the weeks to hand in your papers, **as long as the first is handed in by Feb 2, the second by Feb 23, the third by Mar 8, and the fourth by Mar. 29.**

***The final paper will be an original piece of research using at least eight sources. Questions and topics for the paper will be posted on the CU Learn site before reading week. Papers will be graded on effectiveness of writing as well as analysis. Further details will be posted online.

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 electronically will **not be accepted** without prior consent of the instructor. 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 the 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, etc.)

Schedule

Jan 12: 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

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

Jan 19: 19th c Expansion, Evolution of British and European Empires

1. "Gentlemanly Capitalism"
2. Slavery and Racism
3. India and the 1857 Rebellion

Background Readings (for January 19 and 26)

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

Discussion Readings

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

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

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. 26: The Indian Rebellion: History, Memory, and Visual Media

1. Film: Mangal Pandey: The Rising

Discussion Readings

Ralph Crane and Lisa Fisher, "Picturing the Indian Tiger: Imperial Iconography in the Nineteenth Century" *Victorian Literature and Culture* 42 (2014): 369-86

Lydia Murdoch, "Suppressed Grief: Mourning the Death of British Children and the Memory of the 1857 Indian Rebellion" *Journal of British Studies* 51, no. 2 (2012): 364-392

Feb. 2: 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

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

Michael Adas, "The Machine as Civilizer" *European Imperialism, 1830-1930*, 60-6

Alice Conklin, "The French Republican Civilizing Mission" *European Imperialism...* 67-74

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

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

Feb 9: Africa Partitioned

1. Causes
2. Winners and Losers (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

"Why is Cecil Rhodes such a Controversial Figure" <http://www.bbc.com/news/magazine-32131829>

Feb 16: No Class: Reading Week

Feb 23: 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 (Documentary: *Africa: A Voyage of Discovery*)

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

R. Luxemburg, "Capitalism depends on the Non-Capitalist World" *European Imperialism*, 29-36

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

b) Gender and Imperialism

John Tosh, *Manliness and Masculinities in Nineteenth-Century Britain* (2005), 190-208

c) 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

James C. Scott, "Peasant Weapons of the Weak" *European Imperialism*, 184-9

March 1: 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

Ronald Robinson, "Non-European Foundations of European Imperialism: Sketch for a Theory of Collaboration," 138-40

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

March 8: Russia and Asia

1. The Tsarist Empire and Asian Expansion
2. The Reach of the Russo-Japanese War
3. The Soviet Union: an Empire?
4. The Putin Years: Caucasus, Ukraine, Syria

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

John Russell, "Terrorists, Bandits, Spooks and Thieves: Russian Demonisation of the Chechens before and since 9/11" *Third World Quarterly* (March 2005): 101-116

Serhy Yekelchuk. "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>

March 15: The United States, Canada, and Empire

1. Origins of the American Empire

2. The Cold War
3. The “Global Policeman”

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. The American Empire

“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

c. Canada: An Imperialist Country?

Todd Gordon and Jeffery R. Webber, “Imperialism and Resistance: Canadian Mining Companies in Latin America” *Third World Quarterly* 29, no. 1 (2008): 63-87

March 22: Debate/ Role Play (Topic To Be Announced)

March 29: 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 2016

Discussion Readings

Ahmed Rashid, *Taliban: Militant Islam, Oil, and Fundamentalism in Central Asia* (2001), 17-30, 170-82

Julian Go, *Patterns of Empire*, 174-181, 190-205

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

April 5: Empire and Race in the Metropole

1. Keeping Europe (and North America) White
2. The European Right, Racism and Refugees

Discussion Readings

Tyler Stovall, “Colonial Workers in France during the Great War” *European Imperialism*, 165-73

Madeleine Reeves “Clean Fake: Authenticating Documents and Persons in Migrant Moscow” *American Ethnologist* 40, no. 3 (2013): 508-524

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/>

Current Media Articles TBA

Academic Accommodations:

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, 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*).

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).

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, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. Late assignments may be submitted to the drop box in the corridor outside 3304 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments 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.

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