

HIST 393
Modern Imperialism, Global Perspectives Since 1500
Fall 2007

Dr. Kym Morrison

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Office Hours:

Monday 1:30-3:00pm

Thursday 3:30-4:30pm

and by appointment

Course Description

In this course, we will explore the changing content, practice, and value of “imperialism” as a historical force. This course emphasizes European expansion beyond its territorial boundaries since the fifteenth century, as it also considers the types of imperialism exercised by non-European states. These moments include Iberian colonialism from the late fifteenth to the nineteenth century, northern European expansion into Africa and Asia from the late eighteenth century, United States imperialism in the nineteenth and twentieth centuries, and Asian imperialism in the twentieth century. We will pay special attention to metropolitan and colonial actors. A final research paper requires students to combine related primary and secondary sources to analyze imperialism in any specific historical setting after 1500.

Course Objectives - By the end of this course you will be able to:

- * Understand the development and decline of various imperial projects since 1500,
- * Compare the diverse outcomes of imperialism,
- * Test some of the theories that have attempted to explain imperialism and its impact,
- * Utilize skills in primary and secondary research to contribute to the historiography of imperialism,
- * Distill research materials into an original history thesis,
- * Effectively communicate your historical research, and
- * Give and receive constructive criticism related to scholarly communication.

Required Texts:

Philip Curtin, *The World and the West*. ISBN 0-521-8905

Matthew Restall, *Seven Myths of the Spanish Conquest*, ISBN 0195176111

Keletso Atkins, *The Moon is Dead, Give Us Our Money*, ISBN 0435080784

Richard Kim, *Lost Names: Scenes From a Boyhood in Japanese-occupied Korea* (1988). ISBN 0876636784.

These works will be supplemented by several short articles and films. Students are expected to commit approximately twelve (12) hours per week to this course beyond the time spent in class.

Please keep in mind that some weeks may require more effort than others.

Requirements and Evaluation

30% - Final Paper and Presentation

20% - Staged Research (5 equally weighted components)

20% - Reaction Papers (4)

15% - Discussion Facilitation (3)

15% - Participation

Individual Progress Meetings (2) - not graded, but required. Each student will need to meet privately with me during week 6 and week 11.

Detailed Descriptions of Assignments:

Final Paper and Presentation (30%) - This is a substantial paper of twenty to thirty pages (not counting the bibliography) that utilizes original research drawn from a variety of primary and secondary sources to argue a thesis related to imperialism between 1500 and 1990. It should be directed toward an audience of other historians, be written with publication in mind, and reflect a thorough engagement with the scholarly secondary literature related to the topic. This objective will probably require at least ten secondary sources that cover a few stages in the evolution of the related historiography. The number of primary sources will vary according to the topic, within a probable range of two to ten. There is no limitation on the language of the sources. Within these constraints, many project topics are possible. A partial list is included toward the end of this syllabus. You may expand upon those suggested topics or develop their own themes in consultation with me.

This paper will be due on the course final exam date, as scheduled by the college registrar. In addition to the considerations noted above, it will be evaluated on the originality of its thesis, the thoroughness of the supporting research, the writing quality, and consistence with the elements of the staged research outlined below. In the last weeks of the course, each student will also give a ten-minute presentation that briefly describes the historical situation explored, the thesis offered, and the central sources utilized in the paper. Here students should touch on aspects of imperialism that surprised them or that they would have liked to explore further. Students also should expect to answer questions related to their research. The final presentation will not receive a separate grade. It solely represents a necessary component of the final project.

Staged Research (20%) - To encourage the successful culmination of the research and writing process, the initial work for the final paper unfolds through five equally weighted steps: a research proposal, an annotated bibliography, an outline, a first draft, and peer commentary.

Three copies of each submission are required.

The research proposal is a 2-3 page discussion of a precise preliminary theme of your final paper. It should indicate the paper's title and the thesis, or expected conclusion, provide a brief introduction to your topic, and explain the manner in which you plan to analyze your primary sources. Brief historiographic comments on the relationships between some of the more valuable sources will improve this submission. It is due on October 3rd. If you make significant changes to your topic as the semester progresses, you are required to resubmit the proposal as early as possible.

The *annotated bibliography* lists 12 scholarly (i.e., published peer-reviewed) secondary sources and 2 or more primary sources related to your project. Each entry should have a paragraph-length description of its significance to your final paper. After the project title, your thesis statement should be placed at the beginning of this document. It is due on October 17th.

The paper *outline* maps the logical components or segments of your paper. It should include a project title and paragraph-length introduction. Each subsequent entry on the outline should explain in sentence form its role in supporting your central argument. It is due on October 24th.

A *draft* of the **first six pages** continues the progress toward the final paper. This submission should include the paper's introduction, an initial analysis of the primary source(s), and some reference to the secondary material. Students should try to end the draft at a logical point close to the required six pages, at the end of a paragraph or paper segment. It should follow the standards of Chicago-style citation with footnotes. A complete bibliography should also be provided. **One additional copy of this paper should also be given to a classmate for peer review.** This draft is due on Friday, Nov. 9th.

The *peer review* allows students to receive feedback from their class colleagues and assess the level of their own research and writing. Each student should make arrangements with another classmate to exchange the first drafts of their papers. I may also assign a peer reviewer if it becomes necessary. The reviewer should provide two type-written pages of comments on the draft that highlights problematic areas and makes suggestions for improvements. These suggestions should address concerns about the draft's thesis, logic, structure, mechanics, and evidence. The reviewer may also directly edit parts of the draft. However, this is less valuable than the comments. One copy of the comments should be given to the student authors and another to me. This is due on Nov. 14th.

Reaction Papers (20%) - In 2 pages, reaction papers should reveal the way in which each of the course's common reading changes your thinking about imperialism and informs the development of your research analysis. The readings may provoke enthusiastic acceptance, mild or questioning acceptance, or rejection of the author's thesis. The reaction paper should explain how your thinking about the author's thesis was determined, by commenting on the author's argument and evidence. As the semester progresses, you should include more references to past course materials. These papers are due on five dates throughout the semester. They should be **emailed** to Professor Morrison on those dates **by 7pm the previous evening. A hard copy should also be brought to class. No late reaction papers will be accepted.** When in doubt email the paper early. Computer or email malfunction is not an accepted excuse.

Discussion Facilitation (15%) - On three course dates, each student will join another student in leading the class through an hour-long discussion of the assigned common readings. The goal is to bring other members of the class into debates about the values of the assigned texts to an understanding of imperialism. At the same time, the facilitators should expand beyond the texts

in explaining other aspects of imperialism in the same historical period or geographic setting. This exchange may begin with brief background on the topic. It can then ask questions of the text. What is the central point? Is it credible? What has the author done well? What does the author fail to do? How are primary sources used? What should the author have done instead? Finally, all students should consider how the reading informs their own research and writing for this course.

Participation (15%) - A positive experience in any seminar requires generous student input. The student's mere attendance counts for very little of this grade. Students are expected to come to class prepared to think critically about the course materials. This grade also is based on the quality and quantity of the student's provocative debate, insight, and questioning, and his or her ability to respectfully allow others to do the same. Students will receive progress reports of their participation at the required meetings with Professor Morrison during weeks 6 and 10.

Attendance Policy: Each class meeting is essential for success in this course. Therefore, attendance is mandatory. For every three unexcused absences your final grade will be lowered by one letter grade. An A- becomes a B-. An absence is excused only in the case of a documented illness. Additionally, if a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform the instructor in advance and arrive in a non-disruptive manner.

Also, as a courtesy, please set all personal communication devices to silent mode.

Paper Submission Formats and Late Policy - All submissions should be typewritten in English, with one-inch margins on all sides. The outline and bibliography for the final project should be single-spaced. All other submissions should be double spaced. All papers should follow Chicago-style documentation, with footnotes (see - <http://www.dianahacker.com/resdoc/history/bibliography.html>). The font should be between 11 and 12 points. The student's name, course number, assignment number, and submission date should be typed in the upper left corner of the first page. After this header, one blank line should appear before the assignment title, which should be centered between the left and right margins. This title should be followed by one blank line before beginning the assignment. A hard copy of all submissions is required and electronic versions will be accepted only with my prior approval.

All project components are due at the beginning of class on their respective due dates. Ten points will be deducted from the component's grade if it is submitted more than ten minutes after the start of class and this deduction will be repeated for each consecutive late day after the assigned due date.

College Policies

A. Students with any physical, psychological, medical, or learning disability should privately contact me and Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodation for full participation in the course. Ms. Roth can be reached at 610-861-1510 or by email, melmr01@moravian.edu. Please make these arrangements within the first few weeks of the course.

B. Moravian College expects its students and faculty to maintain a high level of academic honesty. Questions of academic honesty and plagiarism are addressed in the Student Handbook

under the Academic Standards section. Professor Morrison will penalize any deviation from these standards in accordance with the policies outlined there.

Course Schedule:

Week 1 Aug. 29st

- Introduction

Week 2 Sept. 5th

Discussion of Assigned Film - *Guns, Germs, and Steel* (Available on Blackboard)

Reading - Curtin, Preface through chapter 2.
Zontek, Kenneth S. "A Model and a Case Study for Analyzing Colonial Interaction," *Social Studies* Vol. 87, Issue 4 (Jul/Aug96) EBSCOhost (Please Print this and bring it to class).

Assignment - # 1 Reaction Paper analyzing the value of the film and/or readings to your study of imperialism. Please limit the amount of summary you give. Emphasize interpretation or analysis.
2 Compile a comprehensive list of instances of imperialism or colonialism since 1500 in one of the following regions: the Caribbean, the Middle East and North Africa, West Africa, East Africa, Southeast Asia. As you research each case, contemplate some of the questions (when, why, who, how) revolving around it and potential sources of research.

Week 3 Sept. 12th

Readings - Curtin, chapter 5 and Restall through chapter 4

Week 4 Sept. 19st. -

Reading - Restall chapter 5 to the conclusion

Assignment - Reaction paper for Restall

Week 5 Sept. 26th

Readings - (Please Print the Following Readings and Bring Them to Class)

Zimmermann, Warren. "Jingoes, Goo-goos, and the Rise of America's Empire." *Wilson Quarterly* 22.2 (Spring 1998): EBSCOhost,
Judd, Denis. "Diamonds are Forever? Kipling's Imperialism." *History Today* 47.6 (June 1997): EBSCOhost.
Bageant, Joe. "War at the Top of the World." *Military History* 20.6 (Feb. 2004): EBSCOhost.

Assignment - # 1 Reaction Paper addressing the readings comparatively or giving one extended treatment.
2 Provide a printout or copy of the first page of two potential primary sources for your research project.
3 Arrange Progress Meeting with me.

Week 6 Oct. 3th
Reading - Curtin chapters 6 through 7
Assignment - Research proposal

Week 7 Oct. 10th
Reading - Atkins
Discussion of film - "Four Feathers"

Week 8 Oct. 17th
Reading - Atkins
Assignment - Submission of Annotated Bibliography

Week 9 Oct. 24th
Reading - Curtin chapters 9 and 10
Assignment - Submission of paper outline

Week 10 Oct. 31st
Reading - Kim (all)
Discussion of film - Letters from Iwo Jima
Assignment - #1 Reaction Paper

Week 11 Nov. 7th
Reading - Curtin, chapters 11 and 12
Assignment - # 1 First Draft Due
2 Arrange Progress Meeting with Me

Week 12 Nov. 14th
Reading -
Discussion of film - The Battle of Algiers
Assignment - Peer Review due

Week 13 Nov. 21st Thanksgiving Break - no class

Week 14 Nov. 28th
Reading - Curtin, chapters 13 and 14
Discussion of film "Catch A Fire"

Week 15 Dec. 5th
Assignment - Final Presentations

Finals Week -
Assignment - Final Paper Due

I reserve the right to modify this syllabus with appropriate notification in class.

Potential Research Topics

(We will fill in the blanks at the second class meeting)

The Role of the ____ Weapon in the Conquest of ____.

The Role of ____ Disease in the Conquest of ____.

Parliament versus the Prime Minister in the ____ Imperial Project.

The President versus the Congress in the ____ Imperial Project.

The ____ Administration Versus the Working Class over the Issue of Colonialism/Expansion in ____.

The Irish Colony: Contrasting Theories.

Imperial Women: The Role of French Women in ____.

Sexuality and Empire: The Role of the Mixed Race Family in ____.

The Problems of Sovereignty with Dominion Status

Was Modern ____ Really an Empire?

And End to Empire? The Creation of French Overseas Department in the Caribbean.

Possession of Colonies and the Myth of the ____ Empire.

The Impact of ____ War on the Survival of the ____ Empire.

An Economic Assessment of Imperialism in ____.

Advocates of Imperialism: Pressure from ____ on ____ Expansion into ____.

Merchants (or Workers) of ____ (product) in the Maintenance of ____ Imperialism.

Merchants (or Workers) of ____ (product) in the Fight against ____ Imperialism.

Religious Transformation of the ____ Church in the Colonial ____.

Distinguishing Imperialism from Colonialism in the ____ period.

The Transfer of Technology as a Benefit of Imperialism in ____.

____ as a Surprising Benefit of Imperialism in ____.

The Case for Imperialism Seen in the ____.

The Creation of ____ Identity under Colonialism during ____.

Imperialism's Value to the Cultural Politics at Home in ____.

The Impact of War ____ on the Maintenance of ____ Colonies.

Anti-Imperialism and the Cold War: Strange Bedfellows in ____.

The Role of Imperialism in World History Textbooks

Teaching Imperialism in Bethlehem Areas Public Schools, Highlights and Omissions

The Colonial Perspectives of ____ (person, organization, or country)

The Anti-Colonial Perspectives of ____ (person, organization, or country)