HIST 393
Modern Imperialism, Global Perspectives Since 1500
Fall 2005

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Course Description
In this course, we will explore the changing content, practice, and value of “imperialism” as a historical force. Beginning with the sixteenth century, this course emphasizes European expansion beyond its territorial boundaries, while also considering 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 project,
* Effectively communicate one’s history scholarship,
* Give and receive constructive criticism related to scholarly communication.

In order to meet these objectives, we will divide class time between discussing the common readings and working towards the final paper. Students may also use non-class time to work together on course assignments.
Required Texts:
Matthew Restall, *Seven Myths of the Spanish Conquest*, ISBN 0195176111
Scott Cook, *Colonial Encounters in the Age of High Imperialism*, ISBN 0673992292
Keletso Atkins, *The Moon is Dead, Give Us Our Money*, ISBN 0435080784

These works will be supplemented by several short articles on reserve in the library or given as handouts. The film series *Guns, Germs, and Steel* is also required viewing for early in the semester. Common readings are assigned for the first nine weeks of the course. After that time, students will dedicate themselves more fully to researching and writing the final paper. 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
25% - Staged Research (5 equally weighted components)
15% - Reaction Papers (6)
10% - Discussion Facilitation (2)
10% - Theory Presentation
10% - Participation

Individual Progress Meetings (2) - not graded. Each student will need to meet privately with Professor Morrison during week 6 and week 11.

**Detailed Descriptions of Assignments:**
Final Paper and Presentation (30%) - This is a substantial paper of twenty to twenty-five 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. Students may expand upon those suggested topics or develop their own themes in consultation with Professor Morrison.

This paper will be due in the first hour of the course final exam, 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 (25%) - 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. **Two 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 September 21. If you make significant changes to your topic before the first draft, you are required to resubmit the proposal as early as possible.

*The annotated bibliography* lists 12 scholarly (i.e., 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 12th.

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 26th.

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 give some sense of the final project’s outline and 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. 11th.

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. Professor Morrison 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 Professor Morrison. This is due on Nov. 16th.

Reaction Papers (15%) - In 2 to 3 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 the student’s thinking about the author’s thesis was determined by commenting on the author’s argument and evidence. These papers are due on six dates throughout the semester. They should be emailed to Professor Morrison on those dates by 10am. 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 (10%) - On two course dates, each student will join three others in a group assigned by Professor Morrison and lead 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.

Theory Presentation (10%) - Another group presentation should address the theories of imperialism, grouped as Marxist critiques, non-Marxist critiques, or twentieth-century advocates. For these theoretical discussions, students will explore these themes in scholarly texts of their own choosing. See the list at the end of this syllabus for suggested theorists.

Each group should design an hour-long discussion of a number of authors in the specific theoretical category. They should explain the similarities and differences between the authors, while placing each in his or her own historical context. Excerpts from the authors’ major works may be a useful may to familiarize the class with their theories. The presenters should also compare the theoretical perspectives against the more descriptive histories reviewed earlier in the semester, considering how well the theory matches our understanding of the historical reality. Each student will submit a bibliography of at least four scholarly sources for their portion of the presentation.

Participation (10%) - 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 11.
**Attendance Policy:** Each class meeting is essential for success in this course. Therefore, attendance is mandatory. Each absence will be penalized by a reduction of seven points from the final grade. An absence is excused only in the case of a documented illness. **Health Center notes are not acceptable.** However, each student is allowed one unexcused/unexplained absence over the course of the semester. 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 bibliographies 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](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 prior approval by Professor Morrison.

With the exception of the reaction papers, all papers are due at the beginning of class on their respective due dates. Ten points will be deducted from the paper’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. Again, no late reaction papers will be accepted.

**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. 31st
- Introduction

Week 2 Sept. 7th
Assigned Film - *Guns, Germs, and Steel* (on reserve in the library)
Assignment - #1 Reaction Paper analyzing the value of the film and/or reading to the study of imperialism.
#2 In groups of four, compile a comprehensive list of instances of imperialism or colonialism since 1500. As you research each case, consider some of the questions (why, who, how) revolving around it and potential sources of research.

Week 3 Sept. 14th
Assignment - #1 Reaction Paper addressing the readings comparatively or giving one extended treatment.
#2 Provide printouts or copies of the first page of two potential primary sources for your research project.
#3 Discussion Facilitation - Group A

Week 4 Sept. 21st.
Readings - Restall through chapter 4
Assignment - #1 Submission of paper proposal
#2 Discussion Facilitation - Group B

Week 5 Sept. 28th.
Reading - Restall chapter 5 to the conclusion
Assignment - #1 Reaction paper to Restall
#2 Arrange progress meeting with Professor Morrison

Week 6 Oct. 5th
Reading - Cook - Introduction through Chapter 4
Assignment - #1 Reaction Paper
#2 Discussion Facilitation - Group C
Week 7 Oct. 12th
Reading - Cook - Chapter 5 through the Conclusion
Assignment - #1 - Submission of Annotated Bibliography
                    #2 - Discussion Facilitation - Group B

Week 8 Oct. 19th
Reading - Atkins (all)
Assignment - #1 - Reaction Paper
                    #2 - Discussion Facilitation - Group A

Week 9 Oct. 26th
Reading - Kim (all)
Assignment - #1 Reaction Paper
                    #2 Submission of paper outline
                    #3 - Discussion Facilitation - Group C

Week 10 Nov. 2nd
Assignment - #1 Theory Presentations - Marxists
                    #2 Arrange Progress meeting with Professor Morrison

Week 11 Nov. 9th
Assignment - Theory Presentations - non-Marxist critiques
Friday Nov. 11th - First Draft due 4pm.

Week 12 Nov. 16th
Assignment - #1 Theory Presentations - Twentieth-century Advocates
                    #2 Peer Review due

Week 13 Nov. 23rd  Thanksgiving Break - no class

Week 14 Nov. 30th
Assignment - Final Presentations

Week 15 Dec. 7th
Assignment - Final Presentations

Finals Week -
Assignment - Final Paper Due

The instructor reserves 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 ___.
The Demographics of Colonialism in _____: Immigration, Death, Reproduction and Change.
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 _____
Colonized or Colonizer?: Native Allies in ______.
The Irish Colony: Contrasting Theories.
Imperial Women: The Role of French Women in _____ Colony.
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.
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 ______.
Moravian Missionary - Agents of Imperialism?
The Role of Imperialism in World History Textbooks
Teaching Imperialism in Bethlehem Areas Public Schools, Highlights and Omissions
Theories of Imperialism - Suggested Theorists

The Marxists/Socialists
   Vladimir Lenin
   Rosa Luxemburg
   Joseph Schumpeter
   George Padmore
   Fidel Castro

Non-Marxist Critics
   Franz Fanon
   Edward Said
   John A. Hobson
   William L. Langer
   Chalmers Johnson

Twentieth-Century Advocates (often called “Realists” in Political Science/International Relations)
   Niall Ferguson
   Samuel Huntington
   John Watson
   Hans Morgenthau
   Kenneth Waltz