Part 1: Course Information

Instructor Information

- **Instructor**: Steven Baumann
- **Office Hours**: Gladfelter 932, MWF 10-11:30
- **E-mail**: steven.baumann@temple.edu
- **Website and further information**: sites.temple.edu/baumann

You Long Gu (1967) – “Support the People’s Anti-Imperialist Movement”
Course Description

- What is “empire”? For millions of people throughout history, this is not just an academic question but a lived reality. In this class, you will confront the realities of empire, and you will observe ways that many others have confronted empire in the past. To find out what empire means, this class will introduce students to Asian, African and Latin American people whose lives have been shaped by Western colonial rule from the 18th to the 20th centuries. What was it like to live as a colonized person in the age of empire? What kind of power did one have to lead a free life? What sorts of opposition and resistance was available to colonized peoples? How has the struggle between colonized peoples and the powerful imperial states shaped the world we live in today? And do we still live in a world that has colonial dimensions to it?

- In this class we will listen to the voices of those who experienced Western imperialism and follow them as they confronted and challenged that process. We bring together a variety of sources including speeches, newspapers, novels, films, and government documents to reconstruct specific moments of collective action on the part of the colonized. We will explore how this struggle carries on today.

GE Area

- NOTE: This course fulfills the World Society (GG) requirement for students under GenEd and International Studies (IS) for students under Core.

Textbook & Course Materials

- Required Text(s):
  - Empire: How Britain Made the Modern World, Niall Ferguson
  - Heart of Darkness, Joseph Conrad
  - Additional Readings on Canvas
- Recommended Texts & Other Readings (not mandatory):
  - Stephen Howe, Empire: A Very Short Introduction
  - Jane Burbank and Frederick Cooper, Empires in World History: Power and the Politics of Difference

Course and Technology Requirements

- Internet connection and computer
- Access to Canvas

Course Structure

This course features work both inside and outside of the classroom. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Canvas.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check the course website and Canvas for changes.

Note on expectations: As Temple students, you follow have student responsibilities, which include an honest and safe environment for everyone. You are expected to follow your student responsibilities, treat each other with kindness, and foster an inspiring academic community. Comments and peer-reviews are
expected to be respectful and academically rigorous. Be nice and help others learn.

Part 2: Student Learning Outcomes

Student Learning Outcomes

- Students will demonstrate a clear understanding of the realities of empire and how people resisted empire
- Students will collaboratively analyze and respond to historical texts, academic analyses, and contemporary events that involve empire and resistance
- Students will create and present written arguments that address political, social, and economic efforts to confront empire
- Students will be able to analyze and report a variety of primary and secondary sources to develop research based presentations
- Students will share information and collaborate in a variety participatory environments
- Students will demonstrate ability to connect learning and research strategies with lifelong learning processes and personal, academic, and professional goals.

Additional Course Objectives

- Expand student engagement with academic discourse on empire, with special attention to empires in history
- Create a respectful environment of academic engagement and dialogue with all

Part 3: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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</table>
| 40 | **Class Participation:**
  Each class is worth 1 point, to get that point you must **attend** and **participate** (participation activities include spoken, written, individual, and collaborative tasks) |
| 10 | **Book Review:** Due September 4 – 10 A.M. |
| 20 | **Midterm Exam:** In-Class October 10 |
| 30 | **Final Paper:** Due December 10 – 10 A.M. |
| 100 | **Total Points Possible** |
Late Work and Absence Policy
As this course that relies on participation and collaboration, no late work accepted. Attendance is central to student success. Students must attend all classes.

Viewing Grades in Canvas
Points you receive for graded activities will be posted to the Canvas Grade book.

Letter Grade Assignment
Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Important note: For more information about grading at Temple, visit the academic policies and grading section of the university catalog.

Part 4: Course Policies

Participation
Students are expected to participate in all online activities as listed on the course outline. Participation must be completed by the deadline.

Build Rapport
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments
All assignments for this course will be submitted electronically through Google Docs; grades will be posted on Blackboard. Assignments must be submitted by the given deadline.
Understand When You May Drop This Course

It is the student’s responsibility to understand when they need to consider disenrolling from a course. Refer to the Temple Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

Inform Your Instructor of Any Accommodations Needed

All students are welcome in this course. I will support and help students in need of accommodations. This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. We will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Student and Faculty Academic Rights and Responsibilities:

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed HERE.
Part 5: Course Outline*

*This outline is not final and is subject to change in class

- **Week 1 (August 27, 29, 31): What is Empire?**
  - Course introduction - What is Empire? How to study Empire.
    - *Empire: How Britain Made the Modern World*
  - BOOK REVIEW DUE SEPTEMBER 1

- **Week 2 (September 5, 7): Before Britain**
  - Empire outside of Europe
  - Spain, Portugal, and the “New World”
  - Pirates and Rebels
  - The Seven Years War

- **Week 3 (September 10, 12, 14): Revolution**
  - The American Revolution
    - “Declaration of Independence”
  - The Haitian Revolution
    - “Declaration of the Rights of Man”

- **Week 4 (September 17, 19, 21): Political Subversion**
  - The Mughal Empire and the East India Company
    - *Turning Point in Modern History*
  - The Black Hole of Empire

- **Week 5 (September 24, 26, 28): Military Uprising**
  - Latin American Revolutions
  - 1857 Indian Mutiny
    - Sayyid Ahmed Khan “The Causes of the Indian Revolt”

- **Week 6 (October 1, 3, 5): Social Confrontation**
  - Empire in South Africa
    - “The Sociology of Imperialisms” - Joseph Schumpeter (ARES)
    - “The White Man’s Burden” - Rudyard Kipling

- **Week 7 (October 8, 10, 12): Economic Collaboration**
  - MIDTERM EXAM – OCTOBER 10
  - Opium Wars
    - Selections from *Ibis Trilogy* – Amitav Ghosh (ARES)

- **Week 8 (October 15, 17, 19): Economic Confrontation**
  - Mexican Revolution
  - Russian Revolution
    - “Imperialism, the Highest Stage of Capitalism” - V.I. Lenin
      - Chapters assigned in class

- **Week 9 (October 22, 24, 26): Nationalist Resistance**
  - Cuba and Jose Marti
    - “Our America” – Jose Marti

- **Week 10 (October 29, 31, 2): Political Resistance**
  - World War I
  - Self-Determination
- “Fourteen Points” – Woodrow Wilson
  - Korean Government in Exile
    - Korea Declaration of Independence (1919)
- Week 11 (November 5, 7, 9): Non-Cooperation
  - Gandhi and India
    - Selections from The Penguin Gandhi Reader (ARES)
- Week 12 (November 12, 14, 16): Decolonization
  - Ghana and Congo
    - Selections from Kwame Nkrumah (ARES)
    - Selections from King Leopold’s Ghost – Adam Rothschild (ARES)
- Week 13 (November 19, 21, 23) THANKSGIVING HOLIDAY/ FALL BREAK
- Week 14 (November 26, 28, 30): Challenging Cold War Empires
  - Vietnam and China
    - “Declaration of Independence of the Democratic Republic of Viet Nam” - Ho Chi Minh
    - Quotations from Chairman Mao – Chapter 6
- Week 15 (December 3, 5, 7): The United Nations and a World Without Empire
  - Puerto Rico and Cuba
    - The United Nations Declaration of Human Rights
    - “History will absolve me” – Fidel Castro
- Week 16 (December 10): Modern Empire
  - FINAL PAPER DUE
  - What is empire today and how is it confronted?
Part 6: Assignment Guide and Rubrics

Book Review: *Empire: How Britain Made the Modern World*

**How to write a book review**

For the book review you will:

1. Give a brief outline of the book
2. Explain the major arguments of the book
3. Assess whether or not the arguments convinced you or not

Questions you may wish to consider:

- What time period does Ferguson focus on?
- What people does Ferguson focus on?
- How does Ferguson argue that Britain came to “rule the world?”
- Does Ferguson think Empire is a good or bad thing?
- What does Ferguson see as the legacy of empire?

The book review will be at least **500 words**.

**Plagiarism is not tolerated. Plagiarism will result in failure of the course.**

<table>
<thead>
<tr>
<th></th>
<th>1 (Below Expectation)</th>
<th>2 (Needs improvement)</th>
<th>3 (Fair)</th>
<th>4 (Good)</th>
<th>5 (Excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument</strong></td>
<td>Does not engage with text</td>
<td>Does not engage with argument</td>
<td>Attempts to assess argument, does not demonstrate understanding</td>
<td>Makes a clear claim about the argument’s validity</td>
<td>Assesses logically whether or not the argument is convincing</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Does not demonstrate understanding of text</td>
<td>Demonstrates only little understanding of text</td>
<td>Makes some clear references to text, misses key points</td>
<td>Explains major arguments of text</td>
<td>Outlines and explains major arguments of text</td>
</tr>
</tbody>
</table>
Class Participation:

- Each class is worth 1 point - the following is how the point is calculated.
- Class interactions are foundational to the course and students are expected to INSPIRE, ENGAGE, and RESPECT each other.

<table>
<thead>
<tr>
<th>Level Of Engagement In Class</th>
<th>1</th>
<th>.75</th>
<th>.5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student proactively contributes to class by offering ideas and asking questions more than once per class.</td>
<td>Student proactively contributes to class by offering ideas and asking questions once per class.</td>
<td>Student barely contributes to class by offering ideas and asking questions.</td>
<td>Student did not contribute to class by offering ideas and asking questions.</td>
<td></td>
</tr>
</tbody>
</table>

| Preparation | Student is completely prepared for class with assignments and required class materials. | Student is somewhat prepared for class with assignments and required class materials. | Student is not really prepared for class with assignments and required class materials. | Student is not at all prepared for class with assignments and required class materials. |
Paper: Confronting Empire

Prompt: When the voices of resistance rose to confront empire, great levels of organization were necessary for success. In analyzing resistance it is important to understand key ways in which the resistance was organized in order to better understand the way resistance succeeded or failed. Choose any example of resistance to empire and explain the key features of the way the resistance functioned in your analysis.

Choose a country, region, or people, and answer the question: How was Empire confronted?
To answer this question you may also need to consider: Who confronted empire? Where did the resistance come from? Why did they confront empire? When did the confrontation take place?

The papers must follow Chicago style format. Guide: https://owl.english.purdue.edu/owl/resource/717/01/

Write your thesis statement in bold font.
Minimum paper length: 1,500 Words
Plagiarism is not tolerated. Plagiarism will result in failure of the course.

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<thead>
<tr>
<th></th>
<th>2 (Below Expectation)</th>
<th>4 (Needs improvement)</th>
<th>6 (Fair)</th>
<th>8 (Good)</th>
<th>10 (Excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument</strong></td>
<td>No clear argument</td>
<td>Does not answer question, does not make logical argument</td>
<td>Attempts to make an argument, does not fully answer question</td>
<td>Has a clear thesis statement somewhat connected to evidence, clearly answers question</td>
<td>Thesis statement is supported by evidence, logical, and clearly answers question</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>No clear use of evidence</td>
<td>Inconsistent use of evidence, does not support argument</td>
<td>Does not cite clearly, but makes clear references to evidence</td>
<td>Cites (quotations or paraphrases) one source, draws upon course material</td>
<td>Cites (quotations or paraphrases) two or more sources, draws upon course material, uses both primary and secondary sources</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>No clear attempt to meet format requirements</td>
<td>Does not meet format requirements, makes an attempt, unclearly organized</td>
<td>Follows general format, unclearly organized</td>
<td>Few unnecessary sentences, follows format, clearly organized</td>
<td>All sentences clear and concise, follows format completely, logically organized</td>
</tr>
</tbody>
</table>

Bibliography and Additional Resources on Empire on website: sites.temple.edu/baumann