Overview and Objectives

The “Age of Imperialism,” defined with various starting and ending points but usually centered on the late nineteenth century, was a period of massive change around the globe as European states projected commercial and political power to an unprecedented degree. However, imperialism—which includes the phenomenon of colonialism—was no mere imposition upon the world. It involved interactions, co-optations, concessions, and more than a few episodes of direct resistance. The cultural, social, political, and economic effects of this era are still with us, but how did it develop, and what did it mean?

This course is a critical survey of the history of imperialism and colonialism around the globe from roughly 1830 to 1930, with tendrils extending back to the end of the Napoleonic Wars (1815) and up to the opening rounds of World War II (late 1930s). That era involved the rapid expansion and elaboration of informal and formal empires under control of industrial states worldwide. Although the term “imperialism” can be—and is—used defensibly both before and after this era, our interests concern the emergence of our modern industrially-connected world through imperial expansion and local permutations of the colonial experience. We will spend some time on the political machinations at the centers (or “metropoles”) of the imperial states, but our primary interest is highlighting the phenomenon of imperialism through encounters that took place in colonial settings. That focus will give us global and comparative viewpoints on what imperialism was and what it meant in context.

In successfully completing this course, students will be able to, at least:

- Define the phenomena of imperialism and colonialism in a nuanced way;
- Understand the basic chronology and major developments in imperialism around the world;
- Analyze the effects of imperialism and colonialism thematically, including geopolitics, economics, and sociocultural ideas about race, class, and gender;
- Consult primary sources and discuss their meaning in light of the first three objectives; and
- Research and write an original analytical work on an episode or theme in the history of imperialism and colonialism, following accepted standards and styles for professional history writing.

About This Syllabus

Everything on this syllabus is important; you should read it carefully and refer to it frequently. You are responsible for knowing its contents. The paper copy you receive at the beginning of the course is, ideally, the final version, but the unexpected can intrude and changes may be made. Therefore, the version posted on Blackboard at any given time should be considered the only truly holy version. I articulate virtually everything somewhere within this syllabus, so there should be no big surprises.
Course Plan and Assignments

Participation: (20%) Speaking in discussion and otherwise interacting with me and others in the context of the course is worth 20% of your grade. Participation extends beyond set-piece discussions and includes impromptu conversations we enter during class periods, but ultimately it’s about being engaged and exchanging ideas. This also means that if you like to melt into the scenery, an A will be nearly impossible to attain. If you have more than one or two absences, this grade will also collapse rapidly. Falling behind in the reading or missing class will compound any difficulties you have in the course, besides denying us the benefit of your insight. Meritorious participation may also offset middling performance on the papers.

Four fortnightly response papers: (10% each, total 40%) Every second week, starting at 5:00pm on the Friday of week 2, you must tender a 1000- to 1250-word (about 4-6 pages) response paper on the prior two weeks’ readings, giving your own insights about their contents and the issues they raise for you; general questions and notes appear on p. 9. You must include citations, but they do not count towards the word limit. The papers’ purpose is to get you to think more about, and write about, the contextual links between what we’ve read and talked about; your grade measures the originality, insightfulness, and comprehensiveness (that is, integration) of your observations relative to the course material assigned. All must be typed (printed) and double-spaced, and tendered via SafeAssign in MS Word (.doc or .docx) format. Print sources must be cited correctly, per Rampolla chapter 7 (see course texts). Be concise—exceeding the word count by more than about 100 words will result in a markdown. You must tender papers in weeks 4 and 10, but you may drop or skip one of the other three.

Research Paper (3500-4500 words, roughly 12-16 pages, not including notes and bibliography) and Proposal (~2 pages, plus preliminary bibliography): (40%) The final portion of your grade will be a short research paper due at the end of the term, and a proposal for same due at the end of the third week. The proposal’s goal is to get us thinking about topics early, and to prove the viability of a possible research paper. I prefer the paper to use primary (original) sources in some way, but you have fairly free rein within a few basic types of paper (see pp. 9-10). This paper will be a formal piece of writing subject to the citation standards of the Rampolla guide (see course texts) or its original source (the Chicago Manual of Style 16th edition), using full footnotes or endnotes with a bibliography. If you don’t know what style manuals are, or you have problems figuring out how to use footnotes, come and talk with me as soon as possible—style is a significant chunk of your final paper grade and it figures into your response papers as well.

The proposal is worth 5% of your final grade; the paper itself, 35%. One-quarter of the final paper grade will be based on style. Late paper proposals get a zero, but failure to tender a proposal at all by the “do or die date” given in the syllabus will result in a failing mark. Note the due dates, and plan accordingly—don’t let them sneak up on you! Please see pp. 9-10 for detailed information.

There are no midterm or final examinations in this course.

(Note: this course only satisfies the 25%-49% stipulation in African Studies, for those who seek to apply it to AFR; it does not satisfy the Africa/Middle East group requirement for the History major.)

Graduate students enrolled in History 515 (CRN 25953) will have modified requirements, although they will include all the regular readings and assignments. The primary changes are two: first, the paper will be longer (6000-7500 words), must use primary (contemporary original) sources, and is expected to address the historiography or interpretation of its subject; and second, group discussion meetings and additional readings for those sessions. Graduate registrants and the professor together will determine the specific content and scheduling of the latter requirements at an appropriate time, so as to accommodate everyone and make the course as rewarding as possible for graduate students’ particular academic interests and goals.
Grading (for HIST 415)

Your overall grade will be weighted as follows, out of a term total of 200 points:

- Response Papers (4 x 20 pts): 80 pts  40%
- Research Paper (Proposal 10 pts, Paper 70 pts): 80 pts  40%
- Participation (Discussion/etc; may include quizzes): 40 pts  20%

Please pay close attention to the important due dates and times, which are recapitulated at the end of this syllabus. Late papers are marked down two full grade (20% of points possible) per day or portion thereof. If you know you will have an issue with a deadline, you need to talk with me as soon as possible. *Ex post facto* excuses are unacceptable; I will reject them unless the matter was an emergency *and* you have documentation. You alone are responsible for your work being in order and reaching me on time.

Course grades will be assigned according to percentages on a standard scale, with no curve or rounding:

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<th>Percentage</th>
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<th>87.00 to 89.99</th>
<th>77.00 to 79.99</th>
<th>93.00 and up:</th>
<th>A</th>
<th>83.00 to 86.99</th>
<th>73.00 to 76.99</th>
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<td>70.00 to 72.99</td>
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…and so on for the D/F range. As a fair warning, I do not change assignment or course grades, except in cases of arithmetical error. I do not give A+ grades except in very special cases, and only at my discretion.

Course Texts and Availability

The following books are required. **Be sure to get the editions listed, as contents vary.** All should be available at the Duck Store (or through your preferred bookseller otherwise, and often a lot more cheaply):


I will not be putting copies of these books on reserve, but contact me if you have problems obtaining them. All other readings (and there are many) will be available on Blackboard roughly one week before the session that concerns them. They will be accessible via links in the “documents” section of the course site. Let me know if you have any problems, or if a reading is not available as expected. If you must marshal your time, focus on the primary sources first; they will form the heart of discussions.

Policies:

**Attendance:** I expect 100% attendance at class meetings and events, given that we are meeting only twice a week. *Absences for reasons unrelated to illness or emergency (that is, undocumented) will harm your participation grade dramatically.* Beyond the direct cost of absences, poor attendance tends to result in poor grades, because lectures and discussions do not merely recapitulate the readings, and getting notes from a classmate is a very poor substitute. I ask that you be punctual, as late arrival and early departure—including “rustling”—are intensely disruptive. If you have insufficient time between classes to be on time
and stay the entire period, please rethink your schedule and your enrollment in our course. I will however do my best to start and end class on time.

**Special Needs and Gizmos:** I’m a technophile myself, but gadgets in class are distracting for their users as well as others around them; independent research has shown them to have a detrimental effect on class environments and note-taking.¹ They are like magnets for your fellow students’ eyes and attention, and they form unintended barriers to participation. Therefore, I do not permit the use of laptop computers or personal communications devices (text or voice) in the classroom without a letter from the Accessible Education Center (aec.uoregon.edu). The only exception is for e-readers and tablets that are laid flat, on a probationary basis. Please silence your cell phone or turn it off before you come in. Technological disturbances will negatively affect your grade. If you have physical or learning differences that require special accommodations, you must get a letter from the AEC. After you have that, rest assured that I will do everything in my power to address your documented needs. Recording of lectures and discussions also requires express permission from me (and, in the case of discussions, from the entire class).

**Academic Honesty:** The information in this subsection isn’t necessary for 99% of the students in my courses, but unfortunate experience has prompted me to include it in my syllabi. I refer you, for your information, to the Student Conduct and Community Standards guide at the Office of Student Life:

http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx

You will find there a number of relevant headings to policies on academic honesty and conduct. In practice, the issues of academic honesty that arise most often are cheating and plagiarism. If you are unsure of what plagiarism is, a handy guide to it is available from a number of sources; The UO has one here:

http://libweb.uoregon.eduguides/plagiarism/students/

It is a gross understatement to say that academic dishonesty will adversely affect your grade. At the very least, you will receive an automatic failing mark for the course. However, my personal view of the matter is that plagiarists and cheaters have no place in an institution of higher learning. Therefore I always press for the maximum penalty for offenses of this nature, which normally means suspension or expulsion from the University. If you have any concerns or you’re not sure whether something is plagiarism, ask me as soon as possible, before you turn it in for a grade.

(This does not mean that you are barred from discussing papers or readings with one another outside of class, only that the work you turn for a grade must be your own writing and ideas, produced specifically for this class, with proper citation of all non-lecture source materials.)

One final warning, regarding the tempting crutch of the Internet: if you can find it, so can I—so resist the temptation to cut corners. By all means use its tools (such as Google or Wikipedia), but use them properly and judiciously, and accept nothing from an unaccredited source like Wikipedia alone as reliable or authoritative. We can usually find a better source that you can use and cite, working together. If in doubt about a source or how to use it, get in contact with me; your professors after all want to help you along before problems occur, and aid you in your academic journey.

**Everything Else:** In all other matters of classroom policy, I default to the Duck Guide or the relevant Departmental policy. If you’re not sure of something, please ask!

# HIST 415/515: AGE OF IMPERIALISM

## Meeting and Reading Schedule (subject to modification)
Complete all readings by the date assigned, and be ready to discuss them, especially primary sources. All readings not from the core books have their locations noted; BB = Blackboard.

### PART 1: INTRODUCTION

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<th>Readings</th>
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### PART 2: COMMERCE AND EMPIRE, c.1815-1870

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<th>Topic</th>
<th>Readings</th>
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<tr>
<td>F 16 Jan</td>
<td>First response paper due via SafeAssign, 5:00pm (for Part I)</td>
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<tr>
<td>F 23 Jan</td>
<td>Short proposal due by 5:00pm</td>
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**M 26 Jan**

2.3 Company Fiefdoms, Informal Empires, and Settler Colonialism


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**W 28 Jan**

2.4 The Critique of Colonial Capitalism

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**F 30 Jan**

Second response paper (REQUIRED) due via SafeAssign, 5:00pm.

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**PART 3: THE RISE OF THE NEW IMPERIALISM, c.1870-1907**

**M 2 Feb**

3.1 New Impulses and New Powers
Wesseling, *European Colonial Empires*, 121-146. (Skim 147-227 if possible.)


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**W 4 Feb**

3.2 Ideologies of Moral, Material, and Intellectual Dominance

“August Bebel’s Reichstag Speech against Colonial Policy in German East Africa, 1889,” trans. Erwin Fink, [from original in] *Ausgewählte Reden und Schriften [Selected Speeches and Writings]* vol. 2, ed. Ursula Herrmann et al. (Berlin: Dietz Verlag, 1978) 523-33. Link to GHDI online content. Also **BB**.

Rudyard Kipling, “The White Man’s Burden [1899].” Link to Fordham Internet History Sourcebook. Also **BB**.

M  9 Feb  3.3 Contesting Colonial Conquest: Ways and Means
Agyeman Prempeh I, ‘The History of Ashanti Kings and the Whole Country Itself’ and Other Writings, ed. A. Adu Boahen et al. (Oxford: Oxford University Press, 2003), 147-166. BB
Khama, Sebele, and Bathoen to Joseph Chamberlain, 4 Nov 1895, No. 33 in Correspondence Relative to the Visit to this Country of the Chiefs Khama, Sebele, and Bathoen, 1896, C. 7962, at 20. BB

W  11 Feb  3.4 Existential Crises and Millennarian Impulses
Fei Qihao, “The Boxer Rebellion, 1900.” Link to Fordham Internet History Sourcebook. Also BB.

F  13 Feb  Third response paper due via SafeAssign, 5:00pm
“Do or Die” date for paper proposals.

PART 4: THE HIGH IMPERIAL ORDER, c.1880-1914

M  16 Feb  4.1 Stabilizing Systems of Rule
Wesseling, European Colonial Empires, 147-227.

W  18 Feb  4.2 Empire and Society, Home and Away
Bush, Imperialism and Postcolonialism, 115-145. BB
Angela Woollacott, Gender and Empire (London: Palgrave, 2004), 81-103, 122-146.

M  23 Feb  4.3 Moral Perils and Social Control in the Colonial World
Diana Jeater, Law, Language, and Science: The Invention of the “Native Mind” in Southern Rhodesia, 1890-1930 (Portsmouth NH: Heinemann, 2007), 1-20. BB
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<th>Date</th>
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| W 25 Feb | **4.4 Unspeakable Acts and Growing Doubts**  
**Begin reading** Orwell, *Burmese Days*. |
| F 27 Feb | **Fourth response paper due via SafeAssign, 5:00pm** |
| PART 5: LATE AFTERNOONS OF EMPIRE, c.1898-1930 |
| M 2 Mar | **5.1 From Politics to War, and Back Again**  
Burbank and Cooper, *Empires in World History*, 369-393. **BB** |
| W 4 Mar | **5.2 Germinating the Seeds of Dissent**  
Samuel Clemens [Mark Twain], “To the Person Sitting in Darkness,” *North American Review* 117, no. 531 (1901): 161-176. **BB**  
| M 9 Mar | **5.3 Colonial Voices and New Protest**  
| W 11 Mar | **5.4 Twilight and Malaise**  
Finish Orwell, *Burmese Days* (discussion today). |
| F 13 Mar | **Fifth response paper (REQUIRED) due via SafeAssign, 5:00pm** |
| END OF REGULAR TERM |
| W 18 Mar | **MAJOR PAPER DUE BY 12:00PM (Noon); you may however tender it sooner.** |
Response Paper Prompts (subject to change):

The response papers are expected to address the prior “part” of the course, and the use of readings from the preceding two weeks forms a major part of the grading, and is required to get a passing grade. You may draw from earlier parts of the course, or even use outside material, but that may not supplant the immediately relevant material.

1) Does the development of the colonial empires up to the 1830s support the definitions Osterhammel provides, or is something missing from one or the other?
2) What points about the practice of empire is Max Havelaar trying to make, and how conservative or radical is its critique (as a whole or by subject)? Do you believe its critique is successful, and why?
3) Did the impulses and ideas behind imperialism in the late nineteenth century determine the outcome of resistance or negotiation efforts like the ones we’ve seen?
4) Tension between the moral claims and economic practices of empire are a common historical theme. Was one ascendant, or were they interdependent?
5) Orwell lets us look back at the development of an imperial order. How does Burmese Days show the challenges to empire posed by imperial and colonial critics, as well as the upheaval and doubt created in the wake of World War I?

Notes on the HIST 415/515 major paper, the proposal, and their process.

In this course, I intend the major paper to be a vehicle either to evaluate historical themes and developments related to imperialism through comparative analysis, or to conduct deeper historical research involving the close analysis and contextualization of primary sources (memoirs, diaries, reports, newspapers, letters, and so forth). In any case, all papers must have a thesis that answers a research question. To that end, there are three basic categories of major papers you can write:

1) An original work of historical writing, based on primary (contemporary or first-person) sources, making an original interpretative case through analysis
2) A comparative or thematic work of analysis involving two or more cases in imperial history, separated by time or space, making some broader analytical point of your own, or
3) A study of the historiography of some aspect/episode of imperialism or colonialism, or else a significant debate around a particular work, presenting the major interpretations, assessing their strengths and weaknesses, and drawing some conclusion of your own.

Your paper must pursue one of these basic areas, although you are free to decide on the specific subject in consultation with me. As examples, under part I, you could look at the idea of the British Empire as discussed in the House of Commons or in popular newspapers during the US Civil War; we have Parliamentary Papers and debates available to us, as well as some British newspapers if necessary. Under the second, you might look at secondary sources (history writing based on primary sources) on empire and rebellion in several cases like the US in the Philippines (1899-1902), the guerrilla phase of the Algerian War (1830s-1879), and perhaps the Rif Wars in Morocco to draw some conclusions about how imperial powers develop strategies to destroy popular resistance. For the third, you could take a look at historians’ understanding of the Herero Genocide.
in South-West Africa since 1904-1905, or the recent controversy around the rehabilitationist works of Niall Ferguson. In addition to having a longer paper requirement, HIST 515 students should assure that their papers perform two of these three categories of tasks.

We can discuss subjects and sources during my office hours, by appointment, or even via email. Feel free to run ideas by me, ask questions, or talk about the things that interest you (in history or in other fields) so that we can settle on a topic that you like. You must tender a proposal to me by 5:00pm on 23 January. I require this early start and approval process in order to prevent the scramble for hard-to-find resources or the belated discovery that a topic is unviable. Your thesis and even your focus may shift as you conduct research, but I want us to have a good starting point to prevent frustration, stress, and rushed work as the end of the term nears.

Proposal: The proposal for the major paper must include the following points:

- A statement of your subject or problem, and a clear thesis question or statement. Your thesis will probably change as you work, perhaps radically, but it is important to start with a clear direction.
- A discussion of the significance of your subject or source as far as you can say. In short, why is your topic interesting or important to readers? If you know contextual information, share it here.
- A preliminary bibliography (annotation optional, but feel free to comment on sources) of at least ten potential sources. Fortunately, various key documents are available online, at Knight, or via ILL. It is not necessary that you read closely, or even obtain, all of your sources before writing the proposal, only that you have identified enough material to show the subject’s promise.

Do not overthink this part of the process—everything will be preliminary, but it will give us a place to start and something to discuss together. I only expect the proposal to be a page or two, plus bibliography.

The Paper: Your finished paper must be 3500-4500 words not counting footnotes, bibliography, cover sheet, and so forth (6000-7500 for HIST 515). The research paper is to be a piece of formal writing, using clear, concise, and grammatically correct college-level US English, and a quarter of your grade will depend on style. Writing assistance is available from the Writing Labs at the University’s Teaching and Learning Center; see <http://tlc.uoregon.edu/> for more information. For both proposal and paper, I ask that you use the citation style from our required Rampolla Pocket Guide for Writing in History (7th ed.) or the Chicago Manual of Style (16th ed., available online via the Libraries) on which it is based. You are to use footnotes/endnotes and a bibliography, not in-text citation. Following a style guide’s prescriptions can save you from inadvertent failure to cite sources and the epic sadness that attends it, so this is a good opportunity to learn how to use one. MLA and APA are not OK, unless I’ve specifically said otherwise.

Plan ahead. The final draft of the paper is due Wednesday of exam week, so mind your other papers and exams. You may submit your paper sooner, and I may even be able to look at draft versions and outlines if you have them ready early enough. I do not give extensions or incompletes, even to grads, unless you have a truly extreme (and fully documented) case.