

Empire (Fall 2022)

This is a draft syllabus and is subject to change

Instructor: Dr. Haskins
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Course Meetings: MWF 2:15pm-3:25pm (MSC 120)
Student Hours: T 12-3pm, Th 1-4pm

Department Mission Statement:

The mission of the Department of Politics and International Relations is to equip students with knowledge about politics and government, with methods for analyzing political actors and institutions, and with the ability to apply biblical and theological perspectives to public life.

i. Course Overview and Objectives

What is “empire”? How have global empires been formed throughout history and what consequences have their legacies had for modern and contemporary understandings of politics? What relationship is there between the modern nation-state and empire? In this course, we will seriously consider—from a distinctly Christian perspective—how various actors across the globe conceived of imperial ambitions and the degree to which we might find these arguments persuasive (or not) as they bear on both Christian faith/practice and on the world. Through dialogue and writing, students will develop their ability to compare and critically (though charitably) assess disparate justifications and critiques of modern empires while also establishing their own scholarly and political voices. In so doing, students will work out a nuanced view of global politics as well as the history of imperial formations, both within and outside of the global church.

Moreover, this course aims to improve your ability to:

- **Understand** the history, culture, or social experience of at least one cultural group outside the Anglo/Anglo-American context (GP)
- **Analyze** the global context of at least one cultural group with reflection on one’s own context (GP)
- **Articulate** a Christian theological understanding of global differences/cultural diversity & unity (GP)
- **Analyze** (critically) primary and secondary historical sources (HP)
- **Interpret** the past using sound historical reasoning (HP)
- **Articulate** connections between historical investigation & Christian conviction/practice (HP)

ii. Required Texts

Physical copies of the following texts will be available at the bookstore. Please use these editions of the texts. If you have issues obtaining these texts, please contact me as soon as possible. I will provide all other readings.

- Bolívar, *El Libertador* (Oxford, 2003)
- Gandhi, *Political Writings* (Hackett, 1996)
- Tocqueville, *Writings on Empire and Slavery* (Johns Hopkins, 2003)

iii. Grading

Attendance and Participation

35 %

Regular class attendance and active participation facilitate both course learning objectives: critically (though charitably) assessing and formulating original arguments concerning themes within these texts. Thus,

attendance and participation in class is mandatory. Absences due to personal emergencies, illness, or other legitimate causes will be excused with advanced notice and proper documentation (e.g. a letter or email from your doctor), where applicable. Good participation reflects quantity *and* quality of in-class comments. Students are expected to come to class with texts readily available, having done the reading and prepared for respectful and substantive discussion. Laptops and accommodation technology are allowed only for course-related activities; other observed activities will result in a grade reduction. I am available for any student (or group of students) wishing to discuss methods for engaging more effectively in class discussion. Students can sign up for student hours with me by clicking on the “Student Hours” link above. Be advised: you must sign up 24 hours in advance for student hours. Discussion posts will require students to (1) select a quote that best exemplifies a key theme of the day’s reading (50-75 words) for the upcoming class period and (2) interpret the quote and assess its merit for politics and Christian faith now (less than 150 words). Discussion posts will be due the 8am CST before the relevant class session via Schoology and will form part of the basis for in-class discussion. During the last two weeks of the course, students will do seminar-style presentations in which students will circulate their third essays (without the source criticism/reflection portion) for the class to read (and prepare questions for) at least 48 hours in advance. (So, if you are scheduled to present on 11/30, Dr. Haskins needs to have your essay by 3:25pm CST on 11/28 so he can upload it for others to read and prepare questions before the 11/30 class.) On the day of their presentation, students will present their paper’s main argument (~2 mins), followed by a student discussant’s comments and questions (~3 mins) and general class discussion (~10 mins/student). The presentation schedule will be released the last class before Thanksgiving break. I am available for any student wishing to discuss methods for engaging more effectively in class discussion.

<i>General Class Participation</i>	15%
<i>Schoology Discussion Posts</i>	10%
<i>Seminar-Style Presentation</i>	5%
<ul style="list-style-type: none"> • Clear/Concise Argument (not rambling): 3% • Within Time Limit (not excessively over/under 2 mins): 2% 	
<i>Discussant Comments + Question</i>	5%
<ul style="list-style-type: none"> • Offers at least 2 constructive comments: 2% • Asks at least 2 constructive questions: 2% • Within Time Limit (not excessively over/under 3 mins): 1% 	

Analysis Essays

65 %

Analysis essays serve as a written means for students to demonstrate their ability to practically reflect on course material and develop their writing skills. There are three analysis essays. The first essay requires students to pick one non-Anglo imperial “module” (which includes at least one primary source and one secondary source from a given region covered in class up to that point) and assess the authorial audience(s), motives, and contexts of both the primary and secondary source in the service of an argument. The combination of these primary and secondary sources will provide a framework from which students can (1) assess the limits and strengths of a given critique or defense of empire and (2) assess what audience considerations may have led the given thinker/figure/organization to defend their take on empire. Students must attend both to the substantive argument in the primary source as well as the historical/cultural/social context of the text, as provided by the secondary sources. The second essay requires students to pick another, different, non-Anglo imperial “module” (which includes at least one primary source and one secondary source from a given region covered in class up to that point) and assess the authorial audience(s), motives, and contexts of both the primary and secondary source in the service of an argument. This time, however, students must also complete a reflection portion which asks [1] how the student’s own cultural context and social location (age, gender, nationality, race/ethnicity, religion) affected their choice of author and the main argument of their essay, [2] in what ways the student’s view of empire is limited or biased by their own cultural context and social location, and [3] how might the student’s view of empire differ from someone living during the time of the author they chose. The third essay requires students to (1) draw on a Christian tradition other than their own and (2) engage in source criticism—the who, what, when, where, and why—of a third non-Anglo “module” (different from the previous two) in the service of an argument concerning whether their chosen author’s view of empire aligns with a biblical view

of Christian political community or not. Essays should prominently feature a consistent argument and the continual use of primary and secondary sources. The source criticism will feature in an additional reflection explaining the sources the student consulted (both in-class and out-of-class ones) and how their selection of sources was informed by Christian convictions of fidelity and human finitude. By requiring students to use a Christian tradition other than their own to analyze a given non-Anglo author on empire, the prompt ensures students step outside of their own narrow conception of what is “biblical” in analyzing relationships between imperialism and Christian political community. For all essays, I will send a prompt in advance of the paper to aid in argument formation and reflection. The analysis essays should be doubled-spaced, 12pt font, and normal margins. Essays must answer the prompt, be original and on time. Essays must be original work from the student; plagiarism is not tolerated under any circumstance and will result in failure on the assignment and possibly failure in the course or further College sanctions. If students are unclear on what constitutes plagiarism, they should consult the Student Handbook and Community Covenant. Essay 1 is due week 6; essay 2 is due week 10; essay 3 is due week 14.

<i>Essay 1 (1000 words)</i>	15%
<i>Essay 2 (1000 words) + Reflection (500 words)</i>	20%
<ul style="list-style-type: none"> • Essay: 15% • Reflection: 5% 	
<i>Essay 3 (1500 words) + Source Criticism/Reflection (1000 words)</i>	30%
<ul style="list-style-type: none"> • Essay: 20% • Reflection: 10% 	

Grading Range

_____	A: 100-94	A-: 93-90
B+: 89-87	B: 86-84	B-: 83-80
C+: 79-77	C: 76-74	C-: 73-70
D+: 69-67	D: 66-64	F: 63-0

iv. General Policies

Accommodation

Wheaton College is committed to providing reasonable accommodations for students with documented learning differences, physical or mental health conditions that qualify as a disability under the ADA. Any student needing academic adjustments is requested to contact the Learning and Accessibility Services Office as early in the semester as possible. Please call 630.752.5615 or e-mail las@wheaton.edu for further information. If you already have an accommodation letter, I am available to discuss how to implement the accommodation.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Wheaton College's campus with the College. Confidential resources available to students include Confidential Advisors, the Counseling Center, Student Health Services, and the Chaplain's Office. More information on these resources and College Policies is available at www.wheaton.edu/sexualassaultresponse.

Inclusive Language

As per the faculty rules, I expect students to use gender inclusive language for human beings.

Writing Center

Writing Center: The Writing Center is a free resource that equips undergraduate and graduate students across the disciplines to develop effective writing skills and processes. This academic year, the Writing Center is

offering [online appointments only](#). Learn more about online consultations for [undergraduates](#) and [graduate students](#), and [make an appointment](#).

v. Tips for Success

In my experience, students who follow these tips tend to do well. I encourage you to heed them.

- *Finish the reading at least 24 hours before it is due.* For example, finish Wednesday's class reading by Tuesday morning. This will require time management, but it allows more time for reflection.
- *Take notes as you read, in the text.* This will allow you to track your reactions to the readings and think (ahead of class) about intriguing or puzzling passages.
- *Come to office hours.* I do not bite. I am invested in you succeeding in this course.
- *Talk with your peers about the readings outside of class.* It helps you process and vocalize your views on the text(s) in preparation for class discussion.
- *Map out the "A-L-E" (Argument-Logic-Evidence) of the text before, during, and after class.* Your reproduction of the "A-L-E" of class texts helps enrich both our class discussion and your written assignments.
- [For any writing assignment] *Outline your argument—section by section, paragraph by paragraph.* If you cannot justify why a section or paragraph should be included in the writing assignment, do not include it.

vi. Reading Schedule

*Assignments listed under each day are **due for that day**. Readings reflect a balance of primary and secondary sources. Students are expected to gain a general view of prominent concepts and arguments, from which they may elect to develop a more focused research topic in the final essay. All readings will be in English.*

[Pages of Reading]

Week One

M (8/22): **NO CLASS**

Complete Pre-Assessment Surveys

W (8/24): Vitoria, *Political Writings* "On the American Indians" (1539) [~28]
Q1 A3-conclusion (pp. 243-251), Q2 A2 (pp. 258-264), Q3 A1-conclusion (pp. 278-292)

F (8/26): Las Casas, *Short Account of the Destruction of the Indies* (1542/1552) pp. 42-56, 65-84, 127-130^{TR} [~28]

Week Two

M (8/29): Sherwood, "Vitoria's More Excellent Way" (2013) pp. 215-221, 246-275 [~37]

W (8/31): *Dutch East India Company [VOC] Charter* (1602) [~11]

F (9/2): Ward, *Networks of Empire* ch. 2 (2009) [~35]

Week Three

M (9/5): **NO CLASS (Labor Day)**

W (9/7): Ward, *Networks of Empire* ch. 3 (2009) [~41]

F (9/9): Locke, [The Fundamental Constitutions of Carolina](#) (1669) [~29]
-----, *Second Treatise* (1689) chs. 3-5 pp. 278-288, ch. 16 pp. 392-397

Week Four

M (9/12): Farr, "Locke, Natural Law, and New World Slavery" (2008) [~28]

W (9/14): Burke, “Speech on Fox’s East India Bill” (1783), pts. 1/2 (selections) [~33]

F (9/16): **NO CLASS (APSA)**
ESSAY 1 PROMPTS OUT

Week Five

M (9/19): Pitts, “Burke and the Ends of Empire” (2012) [~24]
 Whelan, “Burke on India” (2012)

W (9/21): Cugoano, *Thoughts and Sentiments* (1791), 28-45, 59-71 [~31]

F (9/23): Rhodes, *Life and Speeches* (1883, 1894, 1899 speech excerpts) [~33]

Week Six

M (9/26): Peters, “The Anti-imperialism of Cugoano” (2017) [~33]
 Phimister, “Rhodes, Rhodesia, and the Rand” (1973)

ESSAY 1 DUE BEFORE CLASS

W (9/28): Dubois et al., *Slave Revolution in the Caribbean* (1797-1801), pp. 147-53, 167-170 [~33]
 Geggus, *The Haitian Revolution* (1793-1798), pp.117-138

F (9/30): Geggus, *The Haitian Revolution* (1797-1802), pp.139-167, 174-175 [~30]

Week Seven

M (10/3): James, *The Black Jacobins* (1938) chs. VI, X [~37]

W (10/5): Bolívar, *El Libertador* (1815, 1819), pp. 12-40, 47-49 [~32]

F (10/7): Bolívar, *El Libertador* (1812, 1826, 1829), pp. 3-11, 54-63, 95-102 [~29]
 Geggus, *The Haitian Revolution* (1817/1822/1825/1826), pp.197-198

Week Eight

M (10/10): Simon, *The Ideology of Creole Revolution* (2017), ch. 4 [~39]

W (10/12): Mill, *History of British India* (1817), Book 2 ch. 10 [~30]
 [part 1] pp. 135-137, 139, 143-146, 157-158, 162, 166-171
 [part 2] pp. 176-177, 182-183, 186-190, 195, 197-198, 201

Mid-Course Review (Page)

F (10/14): Gandhi, *Selected Political Writings* pp. 50-59, 73-79, 83-91 [~24]

END OF A QUAD

ESSAY 2 PROMPTS OUT

Week Nine

M (10/17): **NO CLASS (FALL BREAK)**

W (10/19): **NO CLASS (FALL BREAK)**

F (10/21): Tunick, “Tolerant Imperialism” (2006) [~40]
 Mantena, “Another Realism” (2012)

Week Ten

M (10/24): Tocqueville, *Democracy in America* I.II.10 (1835) pp. 371-391 [~21]

W (10/26): Deloria Jr., *Custer Died for Your Sins* (1969) [~35]
 ch. 2 (pp. 28-35, 43-53), ch. 5 (pp. 101-102, 107, 112-124)

F (10/28): Deloria Jr., *God Is Red* (1973) ch. 15 (pp. 257-261, 264-269), ch. 16 (pp. 273-275, 282-285) [~39]
 Temin, "Custer's Sins" (2018)

ESSAY 2 DUE BEFORE CLASS

Week Eleven

M (10/31): Tocqueville, *Writings on Algeria* "First & Second Letters on Algeria" (1837) [~22]

W (11/2): Tocqueville, *Writings on Algeria* "Essay on Algeria" (1841) pp. 62-71, 81-84, 90-97, 104-116 [~35]

F (11/4): Richter, "Tocqueville on Algeria" (1963) [~37]

FINAL ESSAY PROMPTS OUT

Week Twelve

M (11/7): *Sources of Japanese Tradition Vol. II*, pp. 980-983, 798-811, 1006-1007 [~20]
 "Chapter 45: Empire and War" (chapter introduction)
 Soho, "A Japanese Nationalist's View of the West and Asia" (1886-1945)
 Hachiro, "The Greater East Asia Co-Prosperity Sphere" (1940)

W (11/9): *Sources of Korean Tradition Vol. II*, pp. 315-351 [~37]
 "Chapter 33: National Culture During the Colonial Period"
 "Chapter 34: The Nationalist Movement"

F (11/11): Dower, *War without Mercy* "Global Policy" & "Notes (Ch. 10)" (1943) [~35]

Week Thirteen

M (11/14): *Sources of Vietnamese Tradition* pp. 275-6, 317-20, 353-369, 473-6, 454-7 (1840-1966)^{TR} [~31]

W (11/16): Vu, *Vietnam's Communist Revolution* ch. 6 (2017) [~32]

F (11/18): Kim, *Empires of Vice* ch. 3 (2020) [~34]

Week Fourteen

M (11/21): Stoler & McGranahan, *Imperial Formations* (Introduction) [~33]

FINAL ESSAY DUE (VIA SCHOLOGY)

Presentation Sign-ups out (after class)

W (11/23): **NO CLASS (THANKSGIVING)**

F (11/25): **NO CLASS (THANKSGIVING)**

Week Fifteen

M (11/28): **NO CLASS; WORK ON PRESENTATIONS!**

W (11/30): PRESENTATIONS

F (12/2): PRESENTATIONS

Week Sixteen

M (12/5): PRESENTATIONS

W (12/7): PRESENTATIONS

F (12/9): PRESENTATIONS

Post-Assessment Surveys Due Before Class