

## IR 302: Empire (Fall 2020)

*\*\*This is a draft syllabus and is subject to change\*\**

Instructor: Dr. Haskins

Class Time: MWF 2:15pm-3:25pm (Memorial Student Center 304)

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Office Hours: MWF 1:00pm-2:00pm, TH 1:00pm-3:00pm

### ***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.

### **ii. Required Texts**

Physical copies of the following texts will be available for purchase 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. 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](mailto: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](http://www.wheaton.edu/sexualassaultresponse).

### **COVID-19 Statement**

In accordance with the Wheaton College Face Covering Policy and *COVID Safe, Thunder Strong Commitment* signed by each student and faculty member, CDC-approved face coverings and social distancing are required while attending class. Failure to comply with wearing a face covering or social distancing will result in dismissal from the class session and an unexcused absence. Multiple violations can lead to dismissal from the class. If a student falls ill, they ought to notify me immediately and quarantine. Such students will still need to complete assignments on time (remotely), to the best of their ability. If students become too ill to work, grading will be adjusted accordingly.

### **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](#).

## **iv. Assignments, Grading, and Policies**

### **Attendance and Participation**

**25 %**

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. We will not begin in a "dual modality" format for class, unless students or faculty are attending class remotely. If we do have remote attenders or anyone shows symptoms of COVID and is asked to quarantine, we will switch to a dual modality format with said persons attending online via Zoom. In-person students will be also expected to log into Zoom for the duration of class discussion and to mute both their Zoom and their computer microphone unless speaking. Online students need only mute their Zoom. If we are required to transition fully to remote learning, we will conduct class by Zoom. If Zoom malfunctions, discussion will move to another platform (e.g. Google Meet) and/or Schoology, as deemed appropriate. On Zoom or another platform, all classes will be recorded and uploaded to Schoology for students who cannot attend synchronously (e.g. due to time zones, sickness). Good participation reflects quantity *and* quality of in-class comments (in Zoom or in the Zoom chat). Students are expected to come to class with texts readily available, having done the reading and prepared for respectful and substantive discussion. Students are encouraged to monitor the Zoom Chat and bring attention to unaddressed questions or comments. After students enter and before they exit the class, they must clean their desks and chairs with available disinfectants. In-person students will be dismissed by row each class. Laptops and accommodation technology are allowed only for course-related activities; other observed activities will result in a grade reduction. Office hours will be conducted online via Zoom. Students can sign up on Schoology (link to be posted). I am available in office hours for any student (or pair of students) wishing to discuss methods for engaging more effectively in class discussion or for securing a means to access Zoom and Schoology if a student does not possess a computer. Students may use the restroom and grab water at their discretion, but they are required to wear their masks at all times and to return to class if restroom occupancy has been met. Between weeks 3-12, students will be required to sign up for two classes in which they will lead discussion/set the agenda by highlighting two major themes in the readings and

posing a puzzle/problem/tension/question on each to the class. Students will be required to post their two questions on Schoology at least 12 hours before our synchronous class session begins. For any asynchronous students, I will act as the facilitator for their agenda setting/discussion leading during the relevant synchronous session. During the last two weeks of the course, students will do seminar-style presentations in which students will circulate their final papers for the class to read at least 48 hours in advance. On the day of their final presentation, students will present their paper's main argument, followed by a student discussant's comments and general class discussion. For asynchronous students, they will be asked to record and upload their presentation to Schoology 12 hours before the synchronous session. The other students are expected to have viewed the recording before class. That session's discussant comments and general class discussion will be recorded and uploaded for the asynchronous student presenter. Presentation dates will be decided after prospectuses have been submitted. I am available for any student wishing to discuss methods for engaging more effectively in class discussion.

<i>General Class Participation</i>	15%
<i>Agenda Setting/Leading Discussion</i>	5%
<i>Seminar Presentations</i>	5%

### **Analysis Essay**

**25%**

The shorter analysis essay serves as a written means for students to demonstrate their ability to practically reflect on course material and develop the writing skills for the longer essay. This essay will involve substantial reconstruction of board game strategies in service of a focused argument. I advise students to take scrupulous notes during gameplay; these notes will serve as your primary access to the "text". I will send a prompt in advance of the gameplay to aid in strategy formation and reflection. The analysis essays should be doubled-spaced, 12pt font, normal margins and ~1000 words. Essays must answer the prompt, be original and on time (plagiarism/late policies below). Essays are due week 12 via Schoology.

### **Final Research Essay**

**50 %**

The final research essay gives students an opportunity to demonstrate their ability to critically, yet charitably, assess the course material (and other related literature) while conducting original research. This 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. A ~1,000-word research prospectus (10% of grade) with (1) the research question you propose to answer, (2) a general outline of the paper and (3) an annotated bibliography of five *scholarly* (i.e. published with an academic press or journal) primary and secondary sources with at least one primary and one secondary source and no more than 100 words per annotation will be due in week 6 via Schoology. In week 13, we will have a peer feedback workshop on your introductions. *(A note: introductions are often best saved toward the end of writing the initial draft of the paper [after the body paragraphs] and then revised in subsequent drafts. Thus, where you are by the time of the workshop will be a good indication of how much work you will need to do over Thanksgiving break. My aim is that all students will have minimal work during break. For students, this means planning carefully and gradually writing during the term, as opposed to writing their essay all at the last minute.)* Students will bring their introductions (no more than 1000 words) to class and review each other's developing arguments. I will provide a sheet for the introduction feedback session via Schoology. Students must answer all parts of the feedback sheet and send their responses to their partner. Final essays should be 12pt font, normal margins, double-spaced and should answer the prompt. The final essay should be ~4000 words. The final essay will be due the Sunday of week 14 via Schoology with the peer feedback sheet included at the end of the essay. Students who submit a post-assessment survey before the beginning of our last class may elect to have a 24-hour extension. I will not read drafts of essays, but am available to discuss essay ideas. Late essays will be reduced by one-third a letter grade (e.g. from a B+ to a B) for every day past the due date and I will not accept essays after three days without a legitimate cause substantiated by

advanced notice and proper documentation (e.g. a letter or email from your advisor), where applicable.

- **Ways to know you do not have tension in your research question:** (1) your question is easily answered or no one can argue with it, (2) it cannot be answered because we do not have enough information or familiarity with the literature, (3) the question is not interesting to the group (somewhat subjective)
- **Steps to developing a research question with tension:** read the whole text carefully → take extensive notes (esp. on perplexing passages, potential questions the text or lit raise) → go back to potential questions and see if they can be refined into questions that do not give an easy answer (e.g. “Is Christianity imperial?” Many would say yes, but many would say no.) → revise your questions as you read secondary literature related to your evolving questions → Pick a question and begin the writing process (see *italics* above)

#### 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 and time to develop agenda setting questions that actually have tension in them.
- *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.
- [For any writing assignment] *Map out 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 (8/24): **NO CLASS**

**\*Complete Pre-Assessment Surveys\***

W (8/26): Locke, *The Fundamental Constitutions of Carolina* (1669) [~61]  
-----, *Second Treatise* (1689), chs. 1-5, 16

F (8/28): Armitage, “John Locke, Carolina, and the “Two Treatises of Government”” (2004) [~54]  
Farr, “Locke, Natural Law, and New World Slavery” (2008)

##### Week Two

M (8/31): Vitoria, *Political Writings* “On the American Indians” (1539) [~62]

W (9/2): Las Casas, *A Short Account of the Destruction of the Indies* (1542/1552) [~59]

F (9/4): Sherwood, “Vitoria’s More Excellent Way” (2013) [~61]

**\*Final Essay Prompts Out\***

Week ThreeM (9/7): **NO CLASS (Labor Day)**W (9/9): Smith, *Wealth of Nations* (1776), bk. 4 ch. 7 [part 3] [~51]F (9/11): Palen, "Adam Smith as Advocate of Empire" (2014) [~34]  
Rothschild, "Adam Smith in the British empire" (2014)Week Four

M (9/14): Burke, "Speech on Fox's East India Bill" (1783), pt. 1 [~32]

W (9/16): Burke, "Speech on Fox's East India Bill" (1783), pt. 2 [~31]

F (9/18): Pitts, "Burke and the Ends of Empire" (2012) [~24]  
Whelan, "Burke on India" (2012)Week FiveM (9/21): Cugoano, *Thoughts and Sentiments* (1791), pp. 9-18, 28-45, 59-71 [~41]W (9/23): Rhodes, *Life and Speeches* (1883, 1894, 1899 speech excerpts) [~33]F (9/25): Peters, "The Anti-imperialism of Cugoano" (2017) [~33]  
Phimister, "Rhodes, Rhodesia, and the Rand" (1973)Week SixM (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.117-138W (9/30): Geggus, *The Haitian Revolution* (1797-1802), pp.139-167, 174-175 [~30]F (10/2): James, *The Black Jacobins* (1938) chs. VI, X [~37]**RESEARCH PAPER PROSPECTUSES DUE IN CLASS**Week SevenM (10/5): Bolívar, *El Libertador* (1815, 1819), pp. 12-53 [~42]W (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.197-198F (10/9): Simon, *The Ideology of Creole Revolution* (2017), ch. 4 [~39]Week EightM (10/12): Mill, *History of British India* (1817), vol. 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, 201W (10/14): Mill, J.S., "[Civilization](#)" (1836) [~33]  
-----, "[A Few Words on Non-Intervention](#)" (1859)F (10/16): Gandhi, *Political Writings* ["Part I. Satyagraha"] (1909-1948), pp. 49-91 [~43]

Week Nine

M (10/19): Tunick, "Tolerant Imperialism" (2006) [~42]  
 Mantena, "Another Realism" (2012)

**\*Risk Analysis Prompts Out\***

W (10/21): **NO CLASS (FALL BREAK)**

F (10/23): Tocqueville, *Democracy in America* I.II.10 (1835) pp. 371-391 [~21]

Week Ten

M (10/26): Deloria Jr., *Custer Died for Your Sins* (1969), chs. 2, 5 [~50]

W (10/28): Deloria Jr., *God is Red* (1973), chs. 15-16 [~52]  
 Temin, "Custer's Sins" (2017)

**\*Recommendation: Do Risk Simulation & Analysis This Weekend or the next\***

F (10/30): Tocqueville, *Writings on Algeria* "First & Second Letters on Algeria" (1837) [~22]

Week Eleven

M (11/2): Tocqueville, *Writings on Algeria* "Essay on Algeria" (1841) [~58]

W (11/4): Richter, "Tocqueville on Algeria" (1963) [~51]  
 Boesche, "The Dark Side of Tocqueville" (2005)

F (11/6): DuBois, "Of the Culture of White Folk" (1917) [~27]  
 -----, "Colonies and Moral Responsibility" (1946)

Week Twelve

M (11/9): Fanon, "The Trials and Tribulations of National Consciousness" (1961) [~48]

W (11/11): Gordon, *Creolizing Political Theory* (2014), ch. 4 [~44]  
 Valdez, "Cosmopolitanism without National Consciousness is not Radical"

**RISK GROUP PRE-STRATEGY, IN-PLAY NOTES, & ESSAY DUE**

F (11/13): *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)

Week Thirteen

M (11/16): *Sources of Korean Tradition Vol. II*, pp. 315-351 [~37]  
 "Chapter 33: National Culture During the Colonial Period"  
 "Chapter 34: The Nationalist Movement"

W (11/18): Dower, *War without Mercy* "Global Policy" & "Notes (Ch. 10)" (1943) [~35]

F (11/20): Stoler & McGranahan, *Imperial Formations* (Introduction) [~33]  
**FINAL ESSAY INTRODUCTIONS PEER FEEDBACK WORKSHOP**

Week Fourteen

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

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

F (11/27): **NO CLASS (THANKSGIVING)**

Week Fifteen

M (11/30): SEMINAR PRESENTATIONS

**FINAL ESSAY DUE SUNDAY (11/29) BEFORE CLASS (VIA SCHOOLGY)**

W (12/2): SEMINAR PRESENTATIONS

F (12/4): SEMINAR PRESENTATIONS

Week Sixteen

M (12/7): SEMINAR PRESENTATIONS

W (12/9): SEMINAR PRESENTATIONS

F (12/11): SEMINAR PRESENTATIONS

**\*Post-Assessment Surveys Due Before Class\***