

STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK



MASTER SYLLABUS

HIST 321 – EUROPEAN IMPERIALISM AND DECOLONIZATION

CIP Code: 54.0103

*For assistance determining CIP Code, please refer to this webpage*

*<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>*

*or reach out to Sarah Todd at [todds@canton.edu](mailto:todds@canton.edu)*

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SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCES  
Fall 2024

A. TITLE: European Imperialism and Decolonization

B. COURSE NUMBER: HIST 321

C. CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity):

**# Credit Hours: 3**

**# Lecture Hours 3 per Week**

**Course Length: 15 weeks**

D. WRITING INTENSIVE COURSE: No

E. GER CATEGORY:

Does course satisfy more than one GER category? If so, which one?

**GER 3 – Diversity, Equity, Inclusion, and Social Justice**

**GER 10 – World History and Global Awareness**

F. SEMESTER(S) OFFERED: Fall and Spring

G. COURSE DESCRIPTION: This course examines the development of New Imperialism in Europe in the late nineteenth century; European expansion in Africa, Asia, and the Middle East in the late nineteenth and early twentieth centuries; and the process of decolonization that followed in Africa, Asia, and the Middle East in the twentieth century and their impact on contemporary global developments.

H. PRE-REQUISITES: 45 credit hours or permission of instructor

CO-REQUISITES: None

I. STUDENT LEARNING OUTCOMES:

<u>Course Student Learning Outcome [SLO]</u>	<u>GER</u>	<u>ISLO</u>
a. describe the characteristics of and motives for European New Imperialism		
b. analyze the role of race, gender, identity, and class in the development of European methods of control deployed in Africa, Asia, and the Middle East during the late nineteenth century and first half of the twentieth century	GER 3: describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender	
c. analyze the role the concepts of orientalism, metropole, and periphery played in constructions of colonial dynamics of power, privilege, oppression, and opportunity	GER 3: analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity	4 (GL)

d. analyze the role concepts of race, class, gender, and individual and group identity played in the development of anticolonial nationalist movements	GER 3: describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender	
e. identify the causes, characteristics, and outcomes of colonial wars in Asia, Africa, and the Middle East during decolonization	GER 10: demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world	
f. evaluate the legacy of New Imperialism and decolonization in relation to colonial independence movements and contemporary geo-political developments	GER 3: apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.  GER 10: demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.	4(GL)

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. APPLIED LEARNING COMPONENT: **No**

K. TEXTS: at the discretion of the instructor

L. REFERENCES:

Achebe, Chinua. 1994. *Things Fall Apart* First Anchor books ed. New York: Anchor Books.  
 Burbank, Jane and Frederick Cooper. 2022. *Empires in World History : Power and the Politics of Difference*. Princeton NJ: Princeton University Press.  
 Chafer, Tony. 2002. *The End of Empire in French West Africa : France's Successful Decolonization?* Oxford: Berg.

- Cooper, Frederick and Rogers Brubaker. 2005. *Colonialism in Question : Theory Knowledge History*. Berkeley: University of California Press
- Getz, Trevor R and Liz Clarke. 2016. *Abina and the Important Men : A Graphic History* Second ed. New York New York: Oxford University Press.
- Headrick, Daniel R. 2010. *Power Over Peoples : Technology Environments and Western Imperialism 1400 to the Present*. Princeton N.J: Princeton University Press.
- Saada, Emmanuelle and Arthur Goldhammer. 2012. *Empire's Children : Race Filiation and Citizenship in the French Colonies*. Chicago: University of Chicago Press.
- Shepard, Todd. 2015. *Voices of Decolonization : A Brief History with Documents*. Boston: Bedford/St. Martin's.
- Shipway, Martin. 2008. *Decolonization and Its Impact : A Comparative Approach to the End of the Colonial Empires*. Malden MA: Blackwell Pub.
- Smith, Bonnie G. 2000. *Imperialism : A History in Documents*. Oxford: Oxford University Press.
- Smith, Bonnie G. 2018. *Modern Empires : A Reader*. New York NY: Oxford University Press.
- Streets-Salter, Heather and Trevor R Getz. 2016. *Empires and Colonies in the Modern World : A Global Perspective*. New York: Oxford University Press.
- Wesseling, H. L. 2015. *The European Colonial Empires : 1815-1919*. Routledge.

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A-F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Exams, Quizzes, Assignments, Debates, Discussions, Papers

P. DETAILED COURSE OUTLINE:

- I. European Imperialism prior to 1880
  - A. global trade networks and slavery
  - B. the Caribbean
  - C. the British in India
  - D. the French in Algeria
  
- II. Science and Technology in the Service of Empire
  - A. Technology and conquest
  - B. Race science and anthropology
  - C. Scientific societies and empire
  
- III. Theories of New Imperialism
  - A. political
  - B. economic
  - C. social
  - D. cultural
  
- IV. The Scramble for Africa
  - A. France and Islam in North Africa and the Maghreb
  - B. Britain, the Nile, and East Africa

- C. Belgium and the Congo
- D. Southern Africa
  
- V. European Empires in Asia and the Pacific
  - A. Indochina
  - B. The Dutch and the Indies
  - C. China, Japan, and Imperial Contests in East Asia
  
- VI. Gender, Sexuality, Identity and Empire
  - A. European women and empire
  - B. European attitudes towards indigenous women
  - C. Cross-cultural intimate relations
  - D. The civilizing mission and indigenous children
  - E. Empire and children in the metropole
  
- VII. Imperialism during the First World War and Interwar Period
  - A. World War I and the Beginning of the End
  - B. T. E. Lawrence and Imperialism in the Middle East
  - C. Interwar Empires
  - D. Anti-colonial Nationalist Movements and Identity
  
- VIII. World War II, the United Nations, and Independence Movements
  - A. War in the colonies
  - B. Service to the empire
  - C. The United Nations and a New World Order
  - D. Colonial Independence Movements and Identity
  
- X. Decolonization in Asia, 1945-1955
  - a. The sun finally sets on the British empire – India and Pakistan
  - b. France and the Indochina War
  - c. The Dutch and Indonesia
  
- XI. European Attempts to Redefine the Colonial Relationship in Africa and the Middle East
  - a. Pan-African movement
  - b. Africa, the Cold War, and Decolonization
  - c. The Suez Crisis and Decolonization in the Middle East
  - d. Algeria, Insurgency, and Terrorism
  
- XIV. Legacy of New Imperialism and Decolonization
  
- Q. LABORATORY OUTLINE: n/a