

UNIVERSITY OF
ILLINOIS
SPRINGFIELD

HIS 475A: ECCE: Nationalism and Imperialism (online)

Credit Hours: 4

Term Year:

Instructor: Dr. Kristi N. Barnwell

Office Hours: Please email or call to make an appointment

Office: UHB 3070

Phone: 217-206-7420

Email: kbarn2@uis.edu

Course Description

Is national identity inherent—are we all born with a national identity? Or is it something that is shaped by historical and social events? Historians have debated this question for many decades and we will consider this question in our class. In what ways have national identities in various parts of the world been shaped by historical experiences, in particular imperialism? And what constitutes imperialism, exactly? And how is imperial power exercised? In this course, we will explore the debates around how “national” identities have been shaped through imperialism and colonialism in the 19th and 20th century. We will explore a series of case studies that allow us to consider a variety of angles and approaches to this question.

Course Objectives/Learning Outcomes

1. Students will read and analyze difficult texts from a variety of cultural and social perspectives.
2. Students will improve their critical thinking skills through response papers and position papers.
3. Students will effectively communicate what they have learned through both written essays and informal discussion.
4. As part of the ECCE curriculum, this course will encourage students to pay special attention to the roles of the individual within society: how have individuals in history, for example, made conscious decisions to resist imperialism and shape their nations?
5. As part of the ECCE curriculum, students will be exposed to cultural perspectives from Europe, Africa, and the Middle East as they relate to imperialism and nationalism.

Expectations

The success of this course depends on an atmosphere of mutual respect. Out of respect for myself and your fellow students, I expect everyone to participate in discussion. In return, students should expect me to come to prepare and present course materials on time, to return graded assignments promptly, and to convey information clearly and coherently. Additionally, I recognize that some of the topics in this course can elicit strong opinions and emotions; because I would like this class to serve as a forum for candid discussion where appropriate, it is important that everyone remain respectful of others' opinions.

Course Requirements

Student participation is absolutely essential, both for your own learning, and for that of your classmates. Students will be required to participate regularly and constructively in class discussion boards. Students are also required to stay up to date on assigned readings. We are covering a wide variety of materials, with assignments that build on one another and readings that develop skill sets; falling behind for one or two weeks could make it very difficult, if not impossible, to catch up. I will provide advice for what to focus on in readings and how to read materials effectively, but if you find yourself falling behind, or having trouble understanding, **contact me** soon so that we can work out the best way to get you back on track.

This course will make use of Blackboard in order to provide access to reading materials and other media. It is your responsibility to check Blackboard and your UIS email daily for updates and information regarding our course. I will not contact you at non-UIS email addresses. You **MUST** use your UIS email for correspondence regarding this course.

Academic Accommodations

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Asperger's syndrome. In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include, but are not limited to: extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably the first week of class.

For assistance in seeking academic accommodations please contact the UIS Office of Disability Services (ODS) in the Human Resources Building, Room 80, phone number 217-206-6666.

UIS Academic Integrity Policy

The UIS policy on Academic Integrity states in part: "Academic integrity is at the heart of the university's commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity.... Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members. Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost. You are responsible for understanding and complying with the policy, which is available at www.uis.edu/academicintegrity.htm.

On plagiarism, in particular: *UIS Academic Integrity Policy defines plagiarism as: "intellectual theft: the plagiarist presents work done by others as his or her own, in writing or orally. Plagiarism is failure to properly and appropriately reference and acknowledge the ideas and words of others. This includes website material used in written, oral, or multi-media presentations." Words and ideas that are not your own must be credited to the author—whether you are quoting directly or paraphrasing. When quoting directly, you must use quotation marks, quote accurately, and provide the bibliographic information in a*

footnote. When paraphrasing, you summarize the idea from the source using your own words, and must provide the bibliographic information as you would do for a direct quote.

If caught plagiarizing a student will receive a 0 (zero) for the assignment and may receive a failing grade for the semester. Additionally, incidents of plagiarism will be reported to the office of the Provost and may be referred to an Academic Integrity Hearing. For more on how to avoid plagiarism, contact me with questions and/or visit the Center for Teaching and Learning at www.uis.edu/ctl/ for information.

Required Texts

- Phillip Spencer and Howard Wollman, eds. *Nations and Nationalism: A Reader* (2005) ISBN 081353626X
- Martin Evans, *Algeria: France's Undeclared War* (2012) ISBN 0192803506
- Frantz Fanon, *A Dying Colonialism* (1994) ISBN 0802150276
- Naguib Mahfouz, *Midaq Alley* (orig. 1947) ISBN 0385264763
- Readings assigned via Blackboard
- Film: *The Battle of Algiers* (1966)

Course books are available at the UIS bookstore online and for purchase at most book stores. Materials posted to Blackboard will be either internet links or .pdf files. To access .pdf files, you will need the software such as Adobe Acrobat Reader, which is available to download free online.

The film, *The Battle of Algiers*, is available in a wide variety of formats, including purchase and rental from Amazon.com, iTunes, and other online film retailers. There may also be a free version of it available online via YouTube movies, but if this fails to remain available, you are still responsible for finding and watching the film.

Methods of Evaluation

1. **Discussion questions** (10%) Students will be assigned weeks to produce discussion questions over readings to post to the discussion boards. These questions will be used to facilitate discussion of readings on the discussion boards. Discussion questions must be posted by Tuesday evening at 11:59pm (CST) in advance of the week's discussion so classmates can post their first responses in time.
2. **Discussion board responses** (10%) Students must post a minimum of 3 responses during each week when discussion questions are posted. The first response for the week is due NO LATER than Thursday at 11:59pm. All other posts MUST be posted by Sunday at 11:59pm.
3. **Weekly responses** (20% of overall grade) to 2-3 discussion questions about the assigned readings (1-2 pages). These will be uploaded via Blackboard Assignment links in each week's folder.
4. **Film response** (15%): Students will be required to attend a viewing of *Battle of Algiers* and write a response of 3-5 pages, summarizing and critiquing the film and drawing connections between the film and Fanon's arguments in *A Dying Colonialism*. More instructions to follow.
5. **Position papers** (20%) Some of our readings express very strong opinions about nationalism, imperialism, and resistance. Students will write 4 position papers of 3-5pp. in length to demonstrate understanding of the variety of perspectives. Students will make use readings and lecture to formulate an argument from the perspective of an individual in assigned circumstances. More instructions to follow.
6. **Essay** (25%) Students will write a final essay of 8-10 pp. in length in response to a question provided. Due DATE at 11:59pm (CST). More instructions to follow.

With the exception of the final essay and discussion components, all assignments are due on Sunday of the week they are assigned at 11:59pm (CST).

Grading

A= 93-100%
A-= 90-92%
B+= 87-89%
B= 84-86%
B-= 80-83
C+= 77-79%
C= 74-76%
C-= 70-73%
D+= 67-69%
D= 64-66%
D-= 60-63%
F= =/<59%

+√ / √ / -√ (98%/88%/78%) will be used for discussion boards, discussion questions, and weekly response papers.

Tentative Course Schedule*

*I reserve the right to make adjustments to the schedule throughout the course of the semester. While I will try to keep to the schedule as set, things may need to be adjusted as we go along. In such cases, I will provide as much advance notice and clarification as possible.

Week	Topic	Assignment
1	Course Introduction	
UNIT 1: Understanding Nationalism and Imperialism		
2	Intellectual origins of nationalism	<i>Nations and Nationalism</i> pp. 1-19; BB readings Discussion board responses Response #1 due
3	How historians have conceived of nationalism	<i>Nations and Nationalism</i> (pp. 33-109) Discussion board responses Response #2 due
4	Defining and understanding "Imperialism"	BB selections Discussion board responses Response #3 due
5	Britain, France, and the Scramble for Africa	BB selections Discussion board responses Response #4 due
UNIT 2: The Case of Algeria		
6	France comes to Algeria	Evans, 7-84; Fanon, 1-63 Position paper #1 due Response #5 due
7	France and the Colonializing of Algeria	Evans, 85-147 Fanon, 64-98 Response #6 due
8	The Battle of Algiers	Evans 148-225 Fanon, 99-146 Response #7 due

Week	Topic	Assignment
9	Spring Break: No Class	
10	Independent Algeria	Evans 261-end Fanon, 121-end Discussion board responses Position paper #2 due (Fanon) Response #8 due
UNIT 3: The Occupation of Egypt		
11	Protonationalism? Egypt under the Ottomans and roots of the British Occupation	BB readings; <i>Midaq Alley</i> , intro-53 Discussion board responses Response #9 due Film Response due
12	The Veiled Protectorate	BB readings; <i>Midaq Alley</i> , 54-98 Discussion board responses Response #10 due
13	Early anti-Colonialism: the Wafd and the 1919 Revolution	BB readings; <i>Midaq Alley</i> , 99-159 Discussion board responses Response #11 due
14	The "Liberal Experiment" and its failure	BB readings; <i>Midaq Alley</i> , 160-214 Discussion board responses Position paper #3 Response #12 due
15	Origins of the 1952 Revolution	<i>Nations and Nationalism</i> , pp. 237-247; BB readings; <i>Midaq Alley</i> , 215-286 Discussion board responses Response #13 due
16	The Arab Spring in Egypt and Algeria Course Wrap-up	<i>Nations and Nationalism</i> , 197-217, 279-300, 317-327; BB readings; Evans, 339-369 Discussion board responses Position paper #4 due
Final Essay due ??? at 11:59pm (CST)		

Position Paper #1: Due 2/25/13

Some of our readings express very strong opinions about nationalism, imperialism, and resistance. Students will write 4 position papers of 3-5pp. in length to demonstrate understanding of the variety of perspectives. Students will make use readings and lecture to formulate an argument from the perspective of an imaginary individual in assigned circumstances.

Imperialism from a Missionary's Perspective

Missionaries, as we have discussed already, were important conduits of imperial power and western culture to non-European territories. As conduits of “soft” imperialism (like culture and religion, as opposed to military conquest), missionaries were “men on the spot” who could serve to destabilize the indigenous political and social hierarchies, leading to conflict. In this scenario, you are the head of a mission in the Niger region of Africa. Your mission’s activities have led to conflict with the local communities and forced the imperial government to provide military and economic support to protect your mission and missionaries and appease the local people. As a consequence, you have been called to the carpet by the highest ranking British administrator, who has demanded that you suspend the mission and send your missionaries back to England. You, however, wish to defend the activities of your mission, and make the argument that Britain would benefit from the continuation of your missionary activities. In 3-5 pages, identify the reasons which make your mission valuable to the empire. Draw on the ideas from our readings and lectures for inspiration—remember, you want to appeal to this administrator, whose goal is to perpetuate the empire with the least expense! In what ways does your mission and your missionaries help to further the goals of the empire?

Formatting:

Times New Roman Font (12 pt.)

Double Spaced

Standard (1”) margins

Page numbers on each page

Typographically and grammatically correct

Your paper will be graded on: 1) correct formatting; 2) the persuasiveness of your argument as based on the (plausible) viewpoint of a 19th century British missionary; 3) your ability to demonstrate the ways in which the complex aspects of cultural, economic, political, ideological, and military facets of empire work together to perpetuate a system; 4) historical imagination.

Position Paper #2: Due 3/24/13

Some of our readings express very strong opinions about nationalism, imperialism, and resistance. Students will write 4 position papers of 3-5pp. in length to demonstrate understanding of the variety of perspectives. Students will make use readings and lecture to formulate an argument from the perspective of an imaginary individual in assigned circumstances.

Coffee Shop Collaborator

In the early scenes of *Battle of Algiers*, Ali LaPointe is tested; he is asked to go to an Algerian coffee shop where the shop owner provides information to the French police (and Ali is supposed to shoot the policeman, but the gun is not loaded). For this assignment, you are the coffee shop owner.

At the time of the war for independence, you were in your mid-50s, married with two sons and two daughters (one married, one aged 15). You were not a wealthy business owner, but you got by okay. Your oldest son was serving as a “*harki*,” or Algerian soldier in the French army, just as you had served in the French army during World War II. Your second son and your son-in-law were both proponents of the revolution and you suspected they were active in the FLN (turns out, you were right).

Fifteen years later, you are looking back and thinking about the independence movement, your work as a “collaborator,” and thinking about how to explain to your children and your grandchildren why you made the choices you made. Write a letter or diary entry explaining to your family your decision to serve as an informant during the war.

Note: you cannot be a double agent (i.e., there are no surprising revelations that you were, in fact, using your French connections to aid the Algerian cause).

Formatting:

- Times New Roman Font (12 pt.)
- Double Spaced
- Standard (1”) margins
- Page numbers on each page
- Typographically and grammatically correct

Your paper will be graded on: 1) correct formatting; 2) the persuasiveness of your argument; your ability to draw from Evans, Fanon, and other readings from class to inform your plausible justification for your actions—think about political, economic, practical reasons why someone would make these choices; 3) historical imagination.

Position Paper #3
Due 4/21 (end of day)

Some of our readings express very strong opinions about nationalism, imperialism, and resistance. Students will write 4 position papers of 3-5pp. in length to demonstrate understanding of the variety of perspectives. Students will make use readings and lecture to formulate an argument from the perspective of an imaginary individual in assigned circumstances.

A Nationalist Call to Act

Saad Zaghloul and a handful of other Egyptian professional/intellectuals gathered together in 1919 to establish a delegation, or *wafd*, to represent Egypt at the Treaty of Versailles following World War I. The British High Commissioner, Allenby, denied this request; the *wafd* reacted with a political tour. Traveling around Egypt, in cities and the countryside, Zaghloul spoke to the Egyptian people calling on them to demonstrate to the British that Egyptians were their own nation. He encouraged demonstrations, strikes, and in the country side, acts of vandalism. For his efforts he would be forced into exile by the British (not once, but twice!).

For this assignment, you are Saad Zaghloul, speaking to a crowd of workers in the industrial city of Ismailia in 1919, after Allenby has denied the *Wafd's* request.* Drawing on historical events of Egypt's experience with Britain, using evidence from lecture, the articles we have read thus far, and plausible historical imagination, write a speech that would appeal to the urban and newly-urban (i.e., those who had come from the countryside to the city for jobs) to rise up and resist the British occupation.

*Ismailia was founded in 1863, when the Suez Canal was being constructed. It became the HQ of the Suez Canal and continues to be so. The city had many Egyptian laborers who came there to take jobs with the Suez Canal. As such, the town had a mix of British/French upper class administrators and a large class of Egyptian workers, many of whose origins were rural.

Formatting:

- Times New Roman Font (12 pt.)
- Double Spaced
- Standard (1") margins
- Page numbers on each page
- Typographically and grammatically correct

Your paper will be graded on: 1) correct formatting; 2) the persuasiveness of your argument based on your ability to draw effectively on historical events from our readings and lectures; and 3) historical imagination.

Position Paper #4: 5/5

Some of our readings express very strong opinions about nationalism, imperialism, and resistance. Students will write 4 position papers of 3-5pp. in length to demonstrate understanding of the variety of perspectives. Students will make use readings and lecture to formulate an argument from the perspective of an imaginary individual in assigned circumstances.

Professor of Nationalism and Imperialism

You are a professor of history at Small But Significant State University (SBSSU). You have been invited to serve as the guest lecture for a class on “Important Themes in History,” for a 200-level history course. You get to choose a topic, and being a renowned expert on the theories of nationalism, imperialism, and history in the 18th-20th century, you have chosen the topic: “Central Ideas of Nationalism and Imperialism.”

Your ambitious, but worthy, goal is to introduce the students to what you consider the three most significant components for understanding nationalism and imperialism in a limited period of time (approx.. 5 pages). Because they are 200-level students, they have not yet been exposed to the intricacies of these concepts, and so you will want to make sure that you provide sufficient contextualization, while also introducing them to important authors, thinkers, and events that help tie all of this together.

You will, as always, need to provide a thesis—what is the importance of understanding Nationalism and Imperialism as it shapes history and modern identity? And what are the three key concepts you identify? What are the key debates within those concepts? And where possible/helpful, use actual historical events and developments to illustrate these concepts as they apply.

Go forth and write this lecture (in essay format)!

Formatting:

- Times New Roman Font (12 pt.)
- Double Spaced
- Standard (1”) margins
- Page numbers on each page
- Typographically and grammatically correct

Your paper will be graded on: 1) correct formatting; 2) the persuasiveness of your argument based on your ability to draw effectively on historical events from our readings and lectures.

HIS 475: Imperialism and Nationalism

Final Essay Options

Drawing on course readings, lecture, and multi-media texts (i.e., film, podcasts, music and video clips, etc.), you will write an 8-10 pp. essay (10-12 pp., if you are taking the course for graduate level credit). You may use 2-3 academic articles (no websites) via one of the academic databases available through the library to help answer your essay, but otherwise, you are not required to do additional research. You must cite sources that you use in your essay using in-text citations (Author's last name, page #) and a bibliography at the end.

Choose ONE of the topics below to examine thoroughly in the form of an analytical essay. In place of individual research, you are required to address one of the topics below with a clear argument that is fully developed with strong use of evidence from the texts available to you, and thorough analysis of that evidence as it advances your overarching argument. The final product, **due in two weeks (May 7th, end of day)** should be polished and must: have an introduction with a clear and effective thesis statement, have paragraphs that present a logical progression of your argument, have supporting evidence to illustrate and support your argument effectively, and must be grammatically and typographically correct.

Topic #1:

Through our readings we have witnessed the transformative impact of nationalism, imperialism, and revolution on women in Egypt and Algeria. In your essay, you will need to identify what you consider to be the key impact(s) of nationalism and imperialism on women in these two countries. Possible ways of approaching the relevant issues would be comparing and contrasting the impact nationalism had on women's roles in society; the extent to which women's roles changed in meaningful and/or symbolic ways; women's participation in the public sphere. Remember that whatever approach or combination of approaches you use, you will need to consciously craft your analysis in relation to the themes of imperialism and nationalism.

Topic #2:

Several of the authors in *Nations and Nationalism* have argued that post-colonial nationalism differs from European nationalism. With this essay option, you will need to examine those works and consider how (if at all) those approaches apply to the cases of Egypt and Algeria and the development of national identities in those countries. You will need to make sure that you thoroughly analyze the theorists' arguments (from *Nations and Nationalism*) and sufficiently contextualize the developments of Egyptian and Algerian nationalisms as you do this.

Topic #3:

Benedict Anderson and Partha Chatterjee both argue that language and print culture are important sources for understanding the development of national identity. For this option, construct an argument about the ways in which print culture, language, and the arts impact and/or reflect the development of nationalism in the cases of Algeria and Egypt. For this, you will need to include a discussion of Anderson and Chatterjee's arguments, as well as an analysis of the ways that cultural expressions (particularly those highlighted in Evans, Baron, and Fahmy, but also other sources we considered in class) illuminate and help us to understand the development of nationalism and national identity in Egypt and Algeria.

Formatting:

Your paper must:

- be double spaced;
- have 1" margins;
- be typed in Times New Roman 12pt. font;
- have page numbers on each page;
- and include the essay topic number you are responding to at the top.

REMINDER: PLAGIARISM WILL RESULT IN A 0% FOR THE ASSIGNMENT.

LATE POLICY: Papers are due May 7th at 11:59pm Central Time. Late assignments will be deducted 10% per every day (24-hour period) following the due date per the policy outlined in the syllabus. Extensions will not be granted.

Film Response

The Battle of Algiers was initially released in 1966. Directed by Gillo Pontecorvo, the film depicts the events in the city of Algiers between the years of 1954 and 1957. It follows the story Ali La Pointe, a young Algerian man who joins the FLN after being incarcerated. The film portrays the brutality of the French military and police efforts to repress the Algerian nationalist movement, but does not shy away from portraying violent actions committed by the Algerians. The film, though inspired by and based on real historical events, is nevertheless fiction. The characters are combinations of real-life fighters from the FLN and French military, but are not portrayals of real individuals. The film was banned in France for the first five years after it came out. For this assignment, you are asked to review the movie, contextualizing it in the historical context provided by our course materials, particularly grappling with Fanon's *A Dying Colonialism* as it pertains to the film.

What's in a review?

- Summary
 - What is the movie about?
 - What are the major developments of the film?
- Critique
 - Is the film enjoyable? Worthwhile? Compelling?
 - Does the film provide insight into the subject matter?
- Assessment of the film's value to the course
 - How does this film relate to the course?
 - In what ways, if any, does this film help to elucidate/clarify/add to our knowledge of the Middle East and the people in it?
 - Should future students see this film? And why/why not?

As indicated above, however, you need to think about this film and frame it within the context of the nationalist/imperial struggle we have been learning about. Does the film tell us something important about the struggles of Algerian nationalists? Or does it help us understand the way nationalism develops? The ways in which imperial power exerts itself? Why or why not?

Formatting

- Times New Roman, 12 pt. font
- Double spaced
- 1" margins all around
- Page numbers on each page
- In-text parenthetical citations where necessary
- Typographically and grammatically correct

The review is due Sunday, March 24th by end of day (11:59pm) EST Late assignments are subject to penalties as outlined in the syllabus.

SP13 HIS 475: IMPERIALISM AND NATIONALISM

GRADING RUBRIC FOR WEEKLY RESPONSES AND DISCUSSION BOARDS

For both types of assignments, the grades assigned will use the following designations: +√ / √ / -√ (98%/88%/78%). Assignments that *do not* meet the basic requirements as outlined below will receive a grade of zero.

DISCUSSION BOARDS

Each week, you are required to post a minimum of 3 times in response to questions posted on the Blackboard discussion boards. The responses should be approximately 1-2 paragraphs in length, and should be written in formal English, with proper spelling and no use of emoticons or other texting/typing shortcuts. Where you reference readings, you should be sure to use parenthetical citations (author, pg. #).

Posts are due at 2 different times during the week. You are required to make your first post no later than Thursday at 11:59pm. The remaining posts are due by Sunday at the end of day (11:59pm) each week. While some of you may find it useful to post all three posts at the same time before Thursday, I will warn you that this may impact your overall grade, as part of the grade considers your contribution to the discussion as it develops over the week.

GRADING RUBRIC:

+√ Responds thoroughly to the questions selected using specific examples from readings and lecture materials to support ideas and cites evidence (author, page#). The responses demonstrate a strong grasp of major concepts and events from course material, and build on the discussion as it is developing in Blackboard. There are no, or almost no, grammatical or typographical errors and the assignment fully adheres to the formatting guidelines above.

√ Responds to the questions selected, using specific examples from readings and lecture materials to support ideas and cites evidence (author, page#). Responses may contain some generalizations, but not many. There may be some grammatical or typographical errors, but these are not “chronic” mistakes and do not detract from the overall readability of the analysis.

-√ Responds three times to the posts, but response is not complete or relies on many generalizations. The student may not integrate sufficient evidence from readings into response. Answers contain several grammatical or typographical errors; may not fully adhere to formatting guidelines stated above.

WEEKLY RESPONSES

Each week, you are required to submit written responses to questions I post on the BB assignment module. This is an opportunity to pull together some of the ideas you will be grappling with on the discussion boards. I will post between 2 and 3 questions each week, and you will respond to each of them. Each response should be approximately 2-3 paragraphs long, with the total page count for each week reaching between 1.5-3 pages maximum. Answers should be type-written, double spaced, in 12 pt. Times New Roman font. The pages should be set with 1" margins all around.

The assignments will be uploaded via the BB assignment link in each week's folder and must be uploaded no later than 11:59pm on Sunday evenings.

GRADING RUBRIC

+√ Responds thoroughly to each of the questions assigned using specific examples from readings and lecture materials to support ideas and cites evidence (author, page#). The responses each have a clear, dynamic, and original thesis statement which is supported by the analysis that follows. The responses demonstrate a strong grasp of major concepts and events from course materials. There are no, or almost no, grammatical or typographical errors and the assignment fully adheres to the formatting guidelines above.

√ Responds to the questions selected and generally uses specific examples from readings and lecture materials to support ideas and cites evidence (author, page#). Responses may contain some generalizations, but not many. There is a clear, analytical thesis statement. There may be some grammatical or typographical errors, but these are not "chronic" mistakes and do not detract from the overall readability of the analysis.

-√ Responds to each question, but answers are not complete or rely on many generalizations. The response may not integrate sufficient evidence from readings into response. Some of the answers have clear thesis statements, but they are descriptive rather than analytical. Answers contain several grammatical or typographical errors and may not fully adhere to formatting guidelines stated above.



(Course is unavailable to students) Course Materials

Edit Mode is: ON

Course Materials

Build Content

Assessments

Tools

Partner Content



Week 1: Course Introduction

To do:

- Read syllabus carefully
- Introduce yourself via discussion boards



Week 2: Intellectual Origins of Nationalism

To do:

- Watch lecture
- Read materials listed below
- Look over and note assigned weeks for discussion questions
- Respond to discussion questions (first response by Thursday end of day; all responses by Sunday end of day)
- Upload response #1 (by Sunday, end of day).

To read:

- *Nations and Nationalism*, pp. 1-19
- Rousseau, *Social Contracts and Discourses* (1762) (.pdf)
- von Herder, "Materials for the Philosophy of the History of Mankind, 1784" (.pdf)
- Fichte, *Address to the German Nation* (1807) (.pdf)
- Hegel, *The Philosophy of History* (1837) (.pdf)
- Renan, "What is a nation?" (.pdf)



Week 3: How historians have conceived of nationalism

To do:

- Read over class notes
- Read *Nations and Nationalism*, pp. 32-109
- Discussion board posts (1st post by Thursday, end of day; 3 posts total by Sunday, end of day)
- Submit response #2



Week 4: Defining and understanding "imperialism"

To do:

- Read lecture notes
- Read the selections in the order listed (see below)
- Discussion boards
- Response #3 (due Sunday, end of day)

To read:

- Frederick Cooper and Jane Burbank, *Empires in World History: Power and the Politics of Difference*. Princeton: Princeton University Press, 2010. pp. 1-22, 287-329.
- Chapter 6 from *Exploring History 1400-1900* (2007) pp. 400-11.
- Joseph Chamberlain, "The True Conception of Empire," speech given 1897.
- Rudyard Kipling, "White Man's Burden"
- John Gallagher and Ronald Robinson, "The Imperialism of Free Trade," *The Economic History Review* 6, no. 1 (1953): 1-15.



Week 5: Britain, France, and the Scramble for Africa

To do:

- Watch the lecture
- Read the assignments posted to BB (recommend the order they are posted in)
- Discussion board
- Response #4 due

To read:

- A. S. Kanya-Fostner, "French Expansion in Africa: The Mythical Theory," in *Studies in the Theory of Imperialism*, ed. by Roger Owen and Bob Sutcliffe. London: Longman Group, Ltd., 1972.
- W. R. Louis, "The Berlin Congo Conference and the (Non-) Partition of Africa, 1884-85," in *Ends of British Imperialism: The Scramble for Empire, Suez and Decolonization*. New York: I. B. Tauris, 2006.
- Ronald Robinson, "Non-European Foundations of European Imperialism: Sketch for a Theory of Collaboration," in *Studies in the Theory of Imperialism*, ed. by Roger Owen and Bob Sutcliffe. London: Longman Group, Ltd., 1972.



Week 6: France comes to Algeria

To do:

- Listen to background lecture introducing the new unit; read over introductory notes to Frantz Fanon.
- Read from Evans, Fanon, and *Nations and Nationalism* selection
- Answer discussion questions (1x by Thursday EOD; 3 total by Sunday EOD)
- Submit Weekly Response
- Submit Position Paper #1

To read:

- *Nations and Nationalism*, 163-72 ("Racism and Nationalism" by Etienne Balibar
- Evans, 7-84
- Fanon, 1-63



Week 7: France and the Colonizing of Algeria

To do:

- Comment on lecture notes and readings-- no lecture this week.
- Read assignments listed below
- Discussion board
- Response paper #6

To read:

- Evans, 85-147
- Fanon, 64-98



Week 8: The Battle of Algiers

To do:

- Read class lecture notes/comments
- Continue with reading Fanon and Evans
- Watch *The Battle of Algiers*
- Submit Response #7

To read:

- Evans, 148-225
- Fanon, 99-146



Week 10: Independent Algeria

To do:

- Read class notes
- Read required readings
- Discussion boards
- Position paper #2
- Response paper #8

To read:

- Evans, 261-end
- Fanon, 146-end



Week 11: Egypt under the Ottomans and Roots of the British Occupation

To Do:

- Watch lecture on Egyptian history
- Brief intro to/description of readings
- Readings assigned
- Discussion
- Submit weekly response
- Submit film analysis/review

To read:

- Juan R. I. Cole and Deniz Kandiyoti, "Nationalism and the Colonial Legacy in the Middle East and Central Asia: Introduction," *International Journal of Middle East Studies (IJMES)* 34 (2002) 189-203.
- Marco Pinfari, "The Unmaking of a Patriot: Anti-Arab Prejudice in the British Attitude Toward the Urabi Revolt (1882)," *Arab Studies Quarterly* (2012): 92-108.
- *Midaq Alley*, intro-53.



Week 12: The Veiled Protectorate

To do:

- Lecture
- Readings
- Discussion board
- Weekly Response #10

To read:

- W. S. Blunt, selections from his *Secret History of the English Occupation of Egypt*. New York: Knopf, 1922. (primary source account by Blunt)
- Selections by Evelyn Baring, Lord Cromer from *Modern Egypt*. New York: MacMillan, 1908. select pages.
- Harold H. Tollefson, Jr. "The 1894 British takeover of the Egyptian Ministry of Interior," *Middle Eastern Studies*. 26, no. 4 (1990): 547-60.
- *Midaq Alley*, 55-98.



Week 13: The Wafd and the 1919 Revolution

To do:

- Read lecture notes for this week
- Assigned readings
- Discussion boards (1x by Thursday, end of day; 3 minimum by Sunday, end of day)
- WR #11 (due Sunday, end of day)

To read:

- Ziad Fahmy, *Ordinary Egyptians: Creating the Modern Nation through Popular Culture*. Stanford: Stanford University Press, 2011. (selection)
- Joel Beinin and Zachary Lockman, "1919: Labor Upsurge and National Revolution," in *The Modern Middle East: A Reader*. Edited by Albert Hourani, et. al. n.c.: University of California Press, 1993. (pp. 395-428)
- Beth Baron, *Egypt as a Woman: Nationalism, Gender, and Politics*. n.c.: University of California Press, 2007. (chapter 5 "The 'Ladies' Demonstrations" only-- beginning at pg. 107).
- *Midaq Alley*, 99-153.



Week 14: The "Liberal Experiment"

To do:

- Read lecture notes
- Read assigned book chapters/article
- Participate in weekly discussion boards
- Answer Response questions (due Sunday end of day)
- Submit PP #3

To Read:

- Beth Baron, *Egypt as a Woman: Nationalism, Gender, and Politics*. n.c.: University of California Press, 2007. (chapters 6 and 7)
- Michael T. Thornhill, "Informal Empire, Independent Egypt, and the Accession of King Farouk," *Journal of Imperial and Commonwealth History* 38, no. 2 (2010): 279-302.
- *Midaq Alley*, pp. 160-214.



Week 15: The 1952 Revolution

To do:

- Watch lecture
- Read assigned pages
- Weekly responses
- Discussion board posts
- Course evaluation

To read:

- *Nations and Nationalism*, pp. 237-47
- Michael T. Thornhill, "Britain and the Collapse of Egypt's Constitutional Order, 1950-1952," *Diplomacy and Statecraft* 13, no. 1 (2002): 121-52.
- ~~Camal Abdel Nasser, "The Egyptian Revolution," in *Foreign Affairs* . 33, no. 2 (January 1955): 499-211.~~
- *Midaq Alley*, to end.



Week 16: The Post-Revolution World and Wrap Up

To do:

- Lecture
- Listen to podcast
- Discussion board
- NO WEEKLY RESPONSE
- Position paper #4
- Evaluations, if you have not done so already

To read:

- *Nations and Nationalism*, 197-217, 279-300, 317-327



Week 1: Course Introduction

To do:

- Read syllabus carefully
- Introduce yourself via discussion boards
- Read notes and .pdf regarding Rousseau



Week 2: Intellectual Origins of Nationalism

To do:

- Watch lecture
- Read materials listed below
- Look over and note assigned weeks for discussion questions

- Respond to discussion questions (first response by Thursday end of day; all responses by Sunday end of day)
- Upload response #1 (by Sunday, end of day).

To read:

- *Nations and Nationalism*, pp. 1-19
- Rousseau, *Social Contracts and Discourses* (1762) (.pdf)
- von Herder, "Materials for the Philosophy of the History of Mankind, 1784" (.pdf)
- Fichte, *Address to the German Nation* (1807) (.pdf)
- Hegel, *The Philosophy of History* (1837) (.pdf)
- Renan, "What is a nation?" (.pdf)



Week 3: How historians have conceived of nationalism

To do:

- Read over class notes
- Read *Nations and Nationalism*, pp. 32-109
- Discussion board posts (1st post by Thursday, end of day; 3 posts total by Sunday, end of day)
- Submit response #2



Week 4: Defining and understanding "imperialism"

To do:

- Watch lecture and read over notes
- Read the selections in the order listed (see below)
- Discussion boards
- Response #3 (due Sunday, end of day)

To read:

- Frederick Cooper and Jane Burbank, *Empires in World History: Power and the Politics of Difference*. Princeton: Princeton University Press, 2010. pp. 1-22, 287-329.
- Chapter 6 from *Exploring History 1400-1900* (2007) pp. 400-11.
- Joseph Chamberlain, "The True Conception of Empire," speech given 1897.
- Rudyard Kipling, "White Man's Burden"
- John Gallagher and Ronald Robinson, "The Imperialism of Free Trade," *The Economic History Review* 6, no. 1 (1953): 1-15.



Week 5: Britain, France, and the Scramble for Africa

To do:

- Watch the lecture
- Read the assignments posted to BB (recommend the order they are posted in)
- Discussion board
- Response #4 due

To read:

- A. S. Kanya-Fostner, "French Expansion in Africa: The Mythical Theory," in *Studies in the Theory of Imperialism*, ed. by Roger Owen and Bob Sutcliffe. London: Longman Group, Ltd., 1972.
- W. R. Louis, "The Berlin Congo Conference and the (Non-) Partition of Africa, 1884-85," in *Ends of British Imperialism: The Scramble for Empire, Suez and Decolonization*. New York: I. B. Tauris, 2006.
- Ronald Robinson, "Non-European Foundations of European Imperialism: Sketch for a Theory of Collaboration," in *Studies in the Theory of Imperialism*, ed. by Roger Owen and Bob Sutcliffe. London: Longman Group, Ltd., 1972.



Week 6: France comes to Algeria

To do:

- Listen to background lecture introducing the new unit; read over introductory notes to Frantz Fanon.
- Read from Evans, Fanon, and *Nations and Nationalism* selection
- Submit Weekly Response
- Submit Position Paper #1

NO DISCUSSION THIS WEEK.

To read:

- *Nations and Nationalism*, 163-72 ("Racism and Nationalism" by Etienne Balibar
- Evans, 7-84
- Fanon, 1-63



Week 7: France and the Colonizing of Algeria

To do:

- Comment on lecture notes and readings-- no lecture this week.
- Read assignments listed below
- Discussion board
- Response paper #6

To read:

- Evans, 85-147
- Fanon, 64-98



Week 8: The Battle of Algiers

To do:

- Read class lecture notes/comments
- Continue with reading Fanon and Evans
- Watch *The Battle of Algiers*
- ~~Submit Response #7~~ Take a break from responses this week!
- Discussion boards

To read:

- Evans, 148-225
- Fanon, 99-146



Week 9: Independent Algeria

To do:

- Watch lectures
- Read required readings
- Position paper #2
- Response paper #8

To read:

- Evans, 261-end
- Fanon, 146-end



Week 10: Egypt under the Ottomans and Roots of the British Occupation

To Do:

- Watch lecture on Egyptian history
- Brief intro to/description of readings
- Readings assigned
- Submit weekly response
- Submit film analysis/review

To read:

- *Ordinary Egyptians*, 1-38
- *Midaq Alley*, intro-53.



Week 11: The Veiled Protectorate

To do:

- Lecture
- Readings
- Discussion board
- Weekly Response #11

To read:

- *Ordinary Egyptians*, 39-95
- *Midaq Alley*, 55-98.



Week 12: The Wafd and the 1919 Revolution

To do:

- Watch lecture
- Assigned readings
- Discussion boards
- WR #11 (due Sunday, end of day)

To read:

- *Ordinary Egyptians*, 96-133

- *Midaq Alley*, 99-159.
- Beth Baron, *Egypt as Woman* (chapter 5 only)



Week 13: The Street and Women in 1919

To do:

- Read lecture notes
- Read assigned texts
- Answer Response questions (due Sunday end of day)
- Submit PP #3

To Read:

- Beth Baron, *Egypt as a Woman: Nationalism, Gender, and Politics*. n.c.: University of California Press, 2007. (Chapters 6 and 7).
- *Ordinary Egyptians*, 134-end.
- Michael T. Thornhill, "Informal Empire, Independent Egypt, and the Accession of King Farouk," *Journal of Imperial and Commonwealth History* 38, no. 2 (2010): 279-302.
- *Midaq Alley*, pp. 160-214.



Week 15: The 1952 Revolution

To do:

- Watch lecture & read over lecture notes (brief)
- Readings
- Weekly responses
- Discussion board posts
- Course evaluation

To read:

- *Nations and Nationalism*, pp. 237-47
- Michael T. Thornhill, "Britain and the Collapse of Egypt's Constitutional Order, 1950-1952," *Diplomacy and Statecraft* 13, no. 1 (2002): 121-52.
- *Midaq Alley*, to end.



Week 16: The Post-Revolution World and Wrap Up

To do:

- Lecture
- Listen to podcast
- Discussion board
- NO WEEKLY RESPONSE
- Position paper #4
- Evaluations, if you have not done so already

To read:

- *Nations and Nationalism*, 197-217, 279-300, 317-327