Colonialism and Imperialism
WRTG 3020 Sec 070
Spring 2006
Dr. Damian Doyle

Office Hours: Wed 3:00-6:00 pm and by appointment.
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Required Texts:
Brian Friel, Translations
John Perkins, Confessions of an Economic Hitman
Selected readings on electronic reserve, Norlin library (see e-reserve below).

** You also need to plan to regularly spend additional money on copying articles for your research and copies of your paper for in-class work shopping **

Course Description:

This course is designed to develop your critical thinking and analytical skills and teach you how to communicate and display in writing the quality of your thinking on complex issues. The course focuses on the intricacies of critical reading and thoughtful writing, and closely examines various models of academic and civic discourses around issues of imperialism and colonialism. We will examine these theories and concepts and their application to civic and academic communities through readings of articles, fiction and non-fiction, recorded speeches, and documentaries. These texts and their theories act as the foundation for us as a class to built upon, through discussion, writing and researching in order to provide you with the knowledge to formulate and develop your own theories around colonialism and imperialism. While lower division writing classes focus on teaching the basics of written communication and on introducing you to academic discourse, this upper division course concentrates on teaching you to closely examine the dialogues around the course theme, and then to respond to these dialogues through the multiple forms of writing required at the university, including reports, summaries, analysis, persuasion and argumentation. You will acquire a level of expertise on an issue through library research and compile your findings in a presentation. This research provides the foundations for your final persuasive paper. Each paper is developed and crafted through drafting and work-shopping.

Course Objective:

Colonialism and imperialism may seem like archaic terms from a bygone age as they are rarely invoked in the lexicon of contemporary language. On a reading level, this course attempts to bridge
the historical gap between past and present around these concepts. From a writing perspective, the purpose of this course is to develop your voice and close critical reading skills around a civic issue, while writing papers in a language that is acceptable in an academic environment. This means writing papers that move beyond description and summary toward in-depth critical analysis, synthesizing your ideas with those of others. Each student will analyze multiple perspectives on a topic and examine their own perspectives within this context of multiplicity. Your papers will range from writing responses to reading and documentaries, to comparative analysis, compiling an annotated bibliography, to taking a position on an issue that argues persuasively and convincingly to a variety of audiences. The crucial issue for you as a developing writer is the negotiation, exploration and synthesis of the space between your own personal voice and the on-going discourses around colonialism and imperialism within academic and civic communities.

FAILURE TO ATTEND THE FIRST TWO CLASSES WILL CAUSE YOU TO BE ADMINISTRATIVELY DROPPED TO MAKE ROOM FOR THOSE ON THE WAIT LIST

How the Course Works:

We will approach discussions and writing with the assumptions that we are all members of a multicultural and interdisciplinary intellectual community. Each student is responsible for the reading and annotation (see below) of assigned reading and to participate in reading and writing workshops. You should read carefully, and when given more than one reading at a time, will be expected to synthesize various authors’ pieces with your own views on the subject. Each paper will have at least two drafts and with the majority workshopped in class and given written comments and feedback. Class time will be spent in small and large groups, reading and synthesizing the ideas of others, and working collaboratively with other students papers.

There will be times when I lecture around certain ideas, concepts, themes and guidelines, but for the most part this class is collaborative learning. You don’t just learn from me, you learn from each other. This happens in several ways: during large class discussion and small group discussion; when you give each other feedback on your paper’s drafts and when you present to the class. You will also sign up to create question for class discussions on the reading. These questions should be exploratory and inquisitive in nature and designed to bring clarity to our understanding of the readings. You may chose (but are not limited) to interrogate the writer’s purpose by examining his/her style, tone, rhetorical strategies, use of language as a way of engaging your peers in a discussion of the reading.

In terms of writing, you can expect to do in-class response to readings. For your papers, the writing process will vary from one to three drafts. This revision process involves in-class peer-critiquing as well as responding to my written feedback on some, but not all, your drafts. You should take the writing process (how you revise your drafts) seriously, as each writing assignment has a process and product grade--the process grade varies, but it can be as much as 40% of the paper’s grade. I strongly recommend you use my office hours throughout the course of the semester as well as availing of the free tutoring services offered at the Writing Center.
Annotation

To fully comprehend a reading selection --especially a difficult one you will usually need to read it more than once. With most first readings you get a general sense/idea of the piece; the next time you will be able to test the assumptions of your first reading. The most effective techniques to help you become an active reader are annotation and selective highlighting. The former involves responding to the readings with comments, questions and insights written into the margins. Highlighting helps to underline selected passages for emphasis. The value of this becomes apparent when you have to write a paper on the material you read weeks previous. Annotation saves rereading whole articles. By annotating you also make the articles an interactive piece--between you and the author. You take ownership of the article/essay.

Quizzes

Over the course of the five weeks you will have unannounced quizzes on the readings, which are given at the beginning of class. These quizzes are not designed to be difficult, but they do require you to read carefully. They simply make you accountable to the readings. They are given at the beginning of class. If you arrive to class after the quiz has been administered you will earn an “F”. Quizzes cannot be made up. These quizzes account for 20% of your overall grade.

E-Reserve Readings

Besides the required texts, much of the course readings will be on electronic reserve at Norlina Library. This means no hard copies on reserve at the circulation desk. To access the material go to <<ucblibraries.colorado.edu>>. Click on “E-Reserve list.” You can then chose instructor (Doyle). You can only get to the articles by logging in your IdentiKey Username and your IdentiKey password. Be prepared for glitches. If you’re having problems call 303-735-HELP and they can provide you with your identikey. Always print a hard copy of the article so you can read, annotate and bring to class.

Participation and Attendance

Because my philosophy on teaching focuses on collaborative learning this class is discussion-oriented and student-centered. Therefore you need to come to class on time and have the assigned readings and writings done before you come. If you don’t do the readings the class flops--thus the draconian approach to pop quizzes. Always bring the readings to class and a notebook for in-class writing activities. Participation involves doing the reading and the writing when required, peer-critiquing in and out of class, as well as thoughtfully contributing to small and large group class discussions. My method of facilitating is to engage individuals at random. If you have a serious aversion to speaking in large groups please let me know.

Note: I don’t make distinction between excused and unexcused absences, so save your absences for emergencies. Each absence beyond the third will incrementally affect your grade. Three late arrivals counts as an absence. If you have more than 6 absences you will earn an “F” for the course.
If you qualify for accommodations because of a disability please submit to me a letter from Disability Services in a timely manner so that we can work to accommodate your situation. Disability Services determines accommodations based on documented disabilities. For more information contact (303-492-8671) Willard 322, or on the web @
<www.colorado.edu/disabilityservices>

I make every effort to reasonably and fairly deal with students who, because of religious obligations, have conflicts with scheduled assignments or required attendance. I encourage you to notify me of anticipated conflicts as early in the semester as possible so there is adequate time to make necessary arrangements. See full details http://www.colorado.edu/policies/fac_relig.html

It is my responsibility and yours to create and maintain an appropriate learning environment. We have a responsibility to treat each other with understanding, dignity and respect. In order to do so we will set up classroom guidelines for discussion in order to set reasonable limits on the manner in which we express ourselves. Professional courtesy and sensitivity are especially important in a course that addresses differences of race, culture, religion, politics, sexual orientation, gender variance and nationalities. Students who fail to adhere to behavioral standards may be subject to discipline. See University policies at http://www.colorado.edu/policies/classbehavior.html

Note** The University considers plagiarism a serious offense within the academic community and takes appropriate action against offenders.
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

My policy is to follow the recommendations of the honors code in cases of academic dishonesty. For more information I recommend you go to Student Honor Code @ http://www.colorado.edu/policies/honor.html

YOU ARE RESPONSIBLE FOR HOMEWORK WHETHER YOU ATTEND CLASS OR NOT, SO MAKE SURE YOU HAVE A CLASSROOM CONTACT

PLEASE TURN OFF ALL CELL PHONES AND PAGERS BEFORE CLASS BEGINS

Assignments and Grading Policy

You will be evaluated on the quality of your final written product as well as on the effectiveness and development of your own writing process. Your writing should address the requirements of the particular assignment. Read the assignments carefully and respond appropriately. Your writing
should reflect your ability to organize, clarify and present your ideas and those of others in a cohesive and insightful fashion.

Your process-- which includes number of drafts, quality of revision,** responsiveness to written comments from instructor and peers, can account for 30% to 40% of the paper’s grade. Product--is your final draft.

** Revision means questioning what you have written, questioning your sources (when appropriate) and re-thinking and re-evaluating your ideas and position. Revision is not just a matter of editing for cosmetic purposes, although editing is an important part of the paper-writing process. You must edit all drafts for grammatical, spelling, and usage errors before handing them in. You will also be evaluated on how the kind of feedback you offer your peers while critiquing their work in workshops.

** Paper Presentation Standards

- All papers must be typed and double-spaced.
- Use a standard text font (e.g. Times New Roman, Palatino).
- Font should be 12 point.
- Papers written in Bold, Outline etc, will not be accepted.
- Number pages (except first) and set margins to no larger then 1” all round.
- Papers should include your name, course, professor’s name, date, number of draft and a title (a title page is not mandatory).

When including sources use Modern Language Association (MLA) citations properly formatted. (I will provide a copy for MLA citations on e-reserve)

** GRADING

Rubric: 80-82 = B-, 83-86 = B, 87-89 = B+

Paper # 1: Translations (15%)
Paper # 2: Comparative paper (15%)
Book Review (10%)
Annotated Bibliography (15%)
Final (persuasive) paper (20%)
Quizzes (15%)
Presentation (5%)
Participation (5%)

THIS SYLLABUS IS SUBJECT TO CHANGE
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Tentative Schedule

Assignment = AS

Week 1
Jan 17: Introductions.
Jan 19: Introductions.
AS: Read and annotate Pratt’s “Arts of the Contact Zone.”
Bring an object to class that best represents you.
Type up a paragraph explaining your choice of object.

Week 2
Jan 24: AS: Read and annotate Friel’s Translation.
In-class discussion of Translation.
Jan 26: In-class discussion of Translation.

Week 3
Jan 31: AS: In-class peer-critique of paper # 1.
Feb 2: AS: Read and annotate Ian Copland’s “The Roots of Expansionism.”

Week 4
Feb 7: Due: Paper # 1. Include 1st and final draft.
AS: Read and annotate Copland’s “The Cult of Westernization.”
Feb 8: AS: Read and annotate Said’s “Overlapping Territories, Intertwined Histories.”

Week 5
Feb 14: Read and annotate all three essays in chapter 1 “The Meaning of the American
Experiment” in Karen Ordahl Kupperman’s Major Problems in American Colonial
History.
Feb 16: AS: Read and annotate Bernard Lewis’s Middle East History (Chapters 14 & 15).

Week 6
Feb 23: TBA
Week 7
Feb 28: **Due: Draft Paper # 2.**
In-class workshop on paper # 2: Comparative Analysis of Samuel Huntington’s “The Clash of Civilizations” and Tariq Ali’s “Imperialism: Then and Now.”

Mar 2: **AS: Read John Perkins’ *Conessions of an Economic Hit Man* (Prologue: Part 1: Part I, Chapters 1, 3, & 5; Part II, Chapters 6, 7, 9, 10, 13, 14, & 15)**

Week 8
Mar 7: **Due: Paper # 2 (include first and final draft).**
Read Perkins Part III (All chapters except 23) and Part IV (All chapters except 29).

Mar 9: In-class viewing of *The Control Room.*
**Due: 2 page Book Review of *Conessions of an Economic Hit Man.***

Week 9
Mar 14: **AS: Come to class with a written question on *The Control Room.***
Read Joseph S. Nye Jr. “Fear Not Globalization” (177) and Anthony Gidden’s “Globalisation” (180); both excerpts from *The New World Reader.*

Mar 16: **AS: Michael Parenti’s “Globalization and Imperialism.”**

Week 10
Mar 21: **Library Research Session: Location TBA**
**Due: One paragraph that outlines an interesting observation and a researchable question.**

Mar 23: In-class workshop of paragraph proposal.

Week 11
Mar 27-30: **SPRING BREAK**

Week 12
April 4: **Due: Annotated bibliography: 6 sources. 4 scholarly, 2 non-scholarly.**
In-class peer review of annotated bibliography.
Complete workshop on paragraph proposals.

April 6: **Due: Revised draft of annotated bibliography. Include first and revised Understanding investigation and inquiry.** Writing to discover and persuade.

Week 13
April 11: **Due: 1st draft of persuasive paper.**
In-class peer-critique.
April 13: Workshop on incorporating sources.  
Sign-up for conferences.

Week 14
April 18-20: One-on-one conferences.  
**Due:** 2nd draft of final paper.

Week 15
April 25: **Due:** Final Paper with drafts and worksheets.  
In-class: FCQ

April 27: Presentations

Week 16
May 2: Presentations

May 4: Presentations/ Closure

May 9: **Pick-up date for final papers and final grade.**