Colonialism and Imperialism
WRTG 3020  Spring 2008
Dr. Damian Doyle

Office Hours:      Tues 2-5 pm and by appointment.
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Required Texts:

Brian Friel, *Translations*
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 close examination of the dialogues around the course theme. As a writer and critical thinker you will 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 final persuasive paper. Each paper is developed and crafted through drafting and work-shopping.

Course Objective:

Colonialism and Imperialism may seem like archaic terms rarely invoked in contemporary lexicon. On a reading level, this course attempts to bridge the gap by understanding the historical continuum to the present forms and manifestations of these terms. 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 his/her 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.

ANY STUDENT WHO MISSES TWO CLASSES IN THE FIRST WEEK WILL BE ADMINISTRATIVELY DROPPED FROM THE CLASS

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 should 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. There will also be one-on-one conferences. 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 (www.colorado.edu/pwr/writingcenter.html). To set up an appointment go to wrtghelp@colorado.edu or call 303-735-6906.

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 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.

**Quizzes**

Over the course of the semester 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 15% of your overall grade.

**Questions for Readings**

Over the course of the semester you will be assigned a reading (sign-up sheet in second week of class). You are expected to type up three to four questions for the class to discuss. At least one of the questions should focus on the author’s writing and rhetorical strategies. You get to choose the format you wish your peers to tackle the questions. For the most part you will be sharing the assignment with another student, so it is your responsibility to co-ordinate the questions to avoid duplication. You can also team up and create collaborative questions. Bring copies for the class.

Each student needs to submit a copy of the questions and an explanation of your own choice for the questions--what was the motivation, what’s your purpose and how might it expand the range of knowledge on the course themes and writing issues. If you chose to work collaboratively, each student should submit separate explanations.

**E-Reserve Readings**

Beside the required texts, much of the course readings will be on electronic reserve at Norlin 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 second will incrementally affect your grade. Three late arrivals counts as an absence. If you have more than 5 absences you will earn an “F” for the course.

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

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/disabilitiyservices>

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.

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 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](http://www.colorado.edu/policies/classbehavior.html)

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at [http://www.colorado.edu/odh](http://www.colorado.edu/odh)

**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.
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

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 (final draft) 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.

**Product**--is your final draft can account for 60% to 70% of your papers’ grade. **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.

**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, draft number 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 AND PERCENTAGES

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

ACS = Assignment for Class Session

Week 1
Jan 14: Introductions.

Jan 16: ACS: Bring an object to class that best represents you. Type up a paragraph explaining your choice of object.

Introductions.

Ground Rules for Class

Week 2
Jan 21: No Class: Martin Luther King Jr. Holiday

Jan 23: ACS: Read and annotate Friel’s Translation. In-class discussion of Translation

Week 3
Jan 28: Due: Draft Paper # 1
ACS: In-class peer-critique of paper # 1.

Jan 30: ACS: Read and annotate Ian Copland’s “The Roots of Expansionism.”

Week 4
Feb 4: Due: Paper # 1. Include 1st and final draft and worksheet.
ACS: Read and annotate Copland’s “The Cult of Westernization.”

Week 5
Feb 11: ACS: Read and annotate Bernard Lewis’s “Change“ (Chapter 15) in Middle East History
Feb 13: Read and annotate Edward Said’s “Introduction” to Orientalism.

Week 6
Feb 20: Due: Draft Paper # 2.
ACS: In-class workshop on paper # 2: Comparative Analysis of Samuel Huntington’s “The Clash of Civilizations” and Edward Said’s “Andalusia’s Journey.”

Week 7
Feb 27: Due: Paper # 2 (include first and final draft and worksheet).
Read: Finnegan’s “The Economics of Empire.”

Week 8
Mar 3: ACS: In-class viewing of The Oil Factor: Behind the War on Terror.
Read: Kristol and Kagan’s “Towards a Neo-Reaganite Foreign Policy.”
Mar 5: Due: Review of The Oil Factor.
In-class discussion of The Oil Factor.

Week 9
Mar 10: ACS: Read Eqbal Ahmad’s “Confronting Empire.”
Mar 12: ACS: In-class brainstorming and museum workshop.

Week 10
Mar 17: Library Research Session: Location TBA.
Due: One paragraph that outlines an interesting observation and a researchable question.
Mar 19: In-class workshop of paragraph proposal.

Week 11
Mar 24 - 26: Spring Break, No Classes

Week 12
Mar 31: Due: Annotated bibliography: 6 sources. 4 scholarly, 2 non-scholarly.
In-class peer review of annotated bibliography. Complete workshop on paragraph proposals.

April 2 **Due:** Revised draft of annotated bibliography. Include first and revised Understanding investigation and inquiry. Writing to discover and persuade.

**Week 13**
April 7: **Due:** 1st draft of persuasive paper. In-class peer-critique.

April 9: Workshop on incorporating sources. Sign-up for conferences.

**Week 14**
April 14-16: **Due:** 2nd draft of final paper Group Conferences. No classes

**Week 15**
April 21: **Due:** Final Paper with drafts and worksheets. In-class: FCQ Presentations

April 23: Presentations

**Week 16**
April 26: Presentations

April 28: Presentations/ Closure

**May 6:** **Pick-up date for final papers and final grade.**
*Location:* My office.
*Time:* 2:00-4:00 pm.