

## Term Information

Effective Term Autumn 2023  
*Previous Value* Autumn 2022

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding new GE Theme Citizenship to course

What is the rationale for the proposed change(s)?

Incoming faculty member intends to teach this course regularly and would like to add it to the GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area History  
Fiscal Unit/Academic Org History - D0557  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3590  
Course Title Wars of Empire and Decolonization  
Transcript Abbreviation Wars of Empire  
Course Description This course examines the means, methods, challenges and results of military encounters between modern imperial powers and indigenous forces they met on the battlefield.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
*Previous Value* Yes, Greater or equal to 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster  
*Previous Value* Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**

Prereq or concur: English 1110.xx, completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

*Previous Value*

*Prereq or concur: English 1110.xx or equiv, or permission of instructor.*

**Exclusions**

**Electronically Enforced**

Yes

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code**

54.0108

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*Required for this unit's degrees, majors, and/or minors*

*General Education course:*

*Historical Study*

*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

**Course goals or learning objectives/outcomes**

- Students will enhance their factual and conceptual knowledge of 19th and 20th century international history.
- Students will gain a comparative understanding of the political, diplomatic, and military mechanisms of a number of European powers.
- Students will improve their analytical and writing skills and cultivate independent thinking.

**COURSE CHANGE REQUEST**  
3590 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
01/25/2023

**Content Topic List**

- Imperialism
- Specific nations' imperial histories and practices
- Colonial warfare
- Warfare and societies in indigenous and western cultures
- Morocco
- Central Asia
- Scramble for Africa
- Boer War
- Flashman
- Tactics and weaponry

**Sought Concurrence**

No

**Attachments**

- History 3590 Citizenship Theme Form Revised.pdf: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- History 3590 syllabus revised 1.24.2023.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

- Uploaded Revised syllabus and GE Form *(by Getson, Jennifer L. on 01/24/2023 04:20 PM)*
- Please see Panel feedback e-mail sent 12/06/22. *(by Cody, Emily Kathryn on 12/06/2022 03:25 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/05/2022 09:32 AM	Submitted for Approval
Approved	Soland, Birgitte	10/05/2022 09:39 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/03/2022 01:18 PM	College Approval
Revision Requested	Cody, Emily Kathryn	12/06/2022 03:25 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	01/24/2023 04:20 PM	Submitted for Approval
Approved	Soland, Birgitte	01/24/2023 07:45 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/25/2023 03:07 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/25/2023 03:07 PM	ASCCAO Approval

**Ohio State History Department**  
**HIST 3590: Wars of Empire and Decolonization**

Prof Lydia Walker  
[walker.1380@osu.edu](mailto:walker.1380@osu.edu)

Semester/Year  
Date/Time, Room/Building

Office Hours: TK  
Dulles 257

Course Description

HIST 3590 begins with the Age of Revolutions in the Americas, and the promise and limits imposed on new citizens in former Atlantic world colonies. The course then shifts to colonial conquest and resistance in South Asia and the African continent, the evolving category of imperial subject in contrast to metropolitan citizen. It then focuses on World War I & II as wars between empires, with an emphasis on colonial soldiering, imperial competition, and continuing distinctions between imperial subject and state citizen. It also analyzes the linkages between the Second World War and decolonization, underscoring the changes and continuities within warfare as formal declarations of war drop away, and its links to representative democracy and the rights and privileges of citizenship. Themes of race and colonial difference, gender and evolving distinctions and definitions between soldier, civilian, and citizen thread their way through course material which includes primary, secondary, and multimedia sources. If “war made the state,” as Charles Tilly famously observed, it also made and remade forms and modes of citizenship. In this way, war-making stimulated some of the social and political movements that went on to change regimes and transform who held membership to states, i.e., were citizens, as the world became increasingly diverse and interconnected through empire and subsequently decolonization.

GE Theme: Citizenship for a Diverse and Just World

This course fulfills the general requirements and expected learning outcomes for the GE Theme: Citizenship for a Diverse and Just World.

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
  
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
  
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2 Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

### **How We Will Meet These Goals in This Course**

Goal 1: You will engage in advanced study through the reading of, and responses to, primary and secondary sources that articulate notions of citizenship before, during, and following the transition from empire to nation-state. You will practice critical and logical thinking through your responses and short essays, especially regarding the concept of colonial subject citizen versus independent citizen which is introduced in the first unit on the Haitian Revolution (ELO 1.1). The primary exercise of in advanced, in-depth, scholarly exploration of the theme of citizenship within understandings of imperial conquests and decolonization is the essay portion of the midterm as well as the final exam (which is made up of two short essays), where you respond directly to questions that span the arc of the course, such as the relationship between world war and national liberation movements. (ELO 1.2)

Goal 2: This course will invite you to consider how the wars of empire and decolonization have ongoing legacies that continue to shape contemporary debates on citizenship, asymmetries of power, and issues of national belonging and exclusion. In every unit, we spend time on the political and cultural legacies of wars of empire and decolonization. For example, when discussing the Anglo-Mysore Wars as part of the global Napoleonic Wars, you will explore

cultural representations of the battle and the question of modern museum exhibits related to these conflicts. (ELO 2.1). In your weekly responses and your essays, as well as in interactive lectures, and when meeting with the course head, you will be invited to engage in reflection and self-assessment of your own understanding of the material and its contemporary implications (ELO 2.2).

Goal 3: You will describe and analyze a wide range of perspectives on what constitutes citizenship and its relationship to imperial exclusions, ethnic categorization, particularly those of colonial soldiers (ELO 3.1). The perspectives that you will encounter teach intercultural competence by placing events such as the American Civil War and the Indian Revolt of 1957 within the same analytical frame as you consider the world-wide economic effects of cotton as a global commodity and the concept of 'war capitalism' to explain interrelated economic and military expansionist imperial systems. (ELO 3.2)

Goal 4: You will examine expressions of diversity, equity, and inclusion (as well as exclusion) that center around regions in what we know call the Global South. Among many other topics, we explore martial race theory and constructions of masculinity, economic imperialism and 'unequal treaties,' as well as 'civilizational' hierarchies in institutions of international order (ELO 4.1). You will grapple with the complexity of why, for many communities, decolonization and national liberation led to increased access to justice, rights, and enfranchisement, while for others it did not. The world became increasingly diverse and interconnected through empire and subsequently decolonization, but not necessarily one that is equal for all. You will work to make sense of this conundrum throughout the course by responding weekly to readings and participating actively in interactive lectures that pull through this embedded contradiction (ELO 4.2).

#### Text

CA Bayly, *Birth of the Modern World, 1780-1914* (Blackwell Publishing, 2003)

\*All other texts are available through Carmen\*

#### Assignments (1000 points in total)

- Attendance/Engaged Participation (**100 points**). When enrollment allows, all students must meet the instructor once in office hours as part of their participation grade. If you know that you will need to miss class, please notify the instructor ahead of time.
- Brief (c. 150 word) weekly reading responses, due 24hrs before the first weekly lecture, late responses will not count, there are no make-ups, two responses are dropped (**300 points**). Responses identify the '5W's' of the readings (who, what, when, where, and why do you think you were asked to read/watch/analyze this source) and prepare you with good notes for the final take-home exam. They are submitted via Carmen.

- In class Midterm **(250 points)**

Contents of exam:

- Map identifications
- Multiple choice questions
- Short essay. Sample questions might include:
  - How did the British East India company achieve military dominance on the Indian subcontinent?
  - How did scientific racism, ethnic categorization, and evolving distinctions between subject and citizen shape the composition of colonial armies?
  - If the First World War was a war between empires, how does this shift citizen-soldiers' relationship to the war?

- Take home, open book, open note, cumulative, 48hr final exam **(350 points)**. Exam contains two short essays of 1000 words each (you can be 10% above or below word count), inclusive of citations. You only need to draw upon material that has been assigned in HIST 3590, including both readings and lectures. The exam is cumulative but draws more heavily on the second half of the course, and rewards those with strong class notes.

Sample questions might include:

- When and why did national self-determination and state citizenship become international norms?
- What were the 'lessons learned' from Malaya/Indochina/Vietnam/Algeria for Afghanistan/Iraq?
- Why have many governments stopped declaring war and how has this shaped democratic citizens' relationship to their country's military interventions?

Grading Scale

A	93–100	B-	80–82.9	D+	67–69.9
A-	90–92.9	C+	77–79.9	D	60–66.9
B+	87–89.9	C	73–76.9	E	Below 60
B	83–86.9	C-	70–72.9		

Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Statement on Disability

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### Statement on Violence and Sexual Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

### Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgment

The land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land. This acknowledgment is of particular importance for a course focused on colonial conquest and decolonization.

## Course Schedule

### **Part I: Citizen and Subject: Colonial Conquest and Resistance**

Week 1: Atlantic World Origins

#### Introduction

- CLR James, *The Black Jacobins: Toussaint L'ouverture and the San Domingo Revolution* (Random House, 1963 [1938]) "Appendix: From Toussaint L'ouverture to Fidel Castro," 391-418

#### The Haitian Revolution: Race and definitions of citizenship

- Timeline available at— <https://library.brown.edu/haitihistory/>
- Laurent Dubois, "Reading Black Jacobins: Historical Perspectives" in Forsdick and Høgsbjerg (eds.), *The Black Jacobins Reader* (Duke University Press, 2017) 87-92

*This unit introduces the concept of imperial subject versus independent citizen in the Haitian revolution which is contrasted with general understanding of the French and American revolutions. Students explore how race and colonial difference 'hid' the Haitian revolution from global significance for centuries.*

Week 2: Expanding Empire, Limiting Citizenship

#### War Capitalism

- CA Bayly, *Birth of the Modern World, 1780-1914* (Blackwell Publishing, 2003) 86-120

#### The Anglo-Mysore Wars

- Primary documents on the Battle of Srirangapatna available at— <https://www.mq.edu.au/macquarie-archive/seringapatam/intro.html>

*This unit teaches intercultural competence as a global citizen by comparing 1857 rebellion in India with the American Civil War within the same analytical frame, through the theme of war capitalism. It also investigates the political and cultural legacies of wars of empire for contemporary citizens through cultural representations of the Battle of Srirangapatna, particularly the famous automaton of Tipu's Tiger housed at the Victoria & Albert Museum, and the question that modern museum exhibits related to these conflicts raise for contemporary, global citizens*

### Week 3: Arrested Revolutions

#### War Capitalism and the Revolt of 1857

- Bayly, *Birth of the Modern World*, pp. 134-164

#### Imperial China and the Opium Wars

- Julia Lovell, *The Opium War: Drugs, Dreams, and the Making of Modern China* (Picador, 2012) 1-17.

*This unit explores the question, why did the British call the Indian Revolt of 1857 a mutiny when they did not legally try the 'mutineers' for treason? (Answer: because to do so would have acknowledged their possession of rights, which because they were not citizens, the colonial state refused to do). It also parses the Treaty of Nanjing (1842) and the concept of unequal treaties, providing historical understanding for the origins of Chinese domestic and foreign policy today, broadening students' horizons as informed citizens.*

### Week 4: Colonial Soldiering

#### Southern Asia

- Kate Imy, *Faithful Fighters: Identity and Power in the British Colonial Army* (Stanford University Press, 2019), "CH 1: Spiritual Swords and Martial Violence."

#### The African Continent

- Michelle Moyd, *Violent Intermediaries: African Soldiers, Conquest, and Everyday Colonialism in German East Africa* (Ohio University Press, 2014), "Chapter 1: Becoming Askari: Narratives of Early Schutztruppe Recruitment in Context."

*This unit centers the difference between 'subject' and 'citizen' in the construction of colonialism and colonial armies. This is explored through emphasis on Martial Race theory, ethnic categorization, and constructions of masculinity and their relationship to the colonial and then, later on in the course, the postcolonial state.*

### Week 5: The Regulation and Expansion of Colonial Warfare

#### International Law of War: Citizen-soldier protections versus colonial difference

- Kim A. Wagner, "Savage Warfare: Violence and the Rule of Colonial Difference in Early British Counterinsurgency," *History Workshop Journal* Vol. 85 (2018) 217-237.

#### Sub-Saharan African Conquests: Settler-colonial citizens and sub-imperial drives

- David Brock Katz, "Sandfontein: An Operational Re-examination of the Battle, Contextualised within General J.C. Smuts' First Phase of the German South West African Campaign 1914," *Journal of African Military History* Vol. 5, No. 2 (2021) 77-120.

*This unit connects the rise of mechanized warfare, the resulting increase in colonial violence, and international efforts to regulate warfare for citizens in Euro-American countries, but not for subjects in the colonized world.*

## Part II: (Non) Citizen and Soldier: World Wars

### Week 6: World War I as a Global War

#### Expanding Chronologies

- Gerwarth and Manela, “The Great War as a Global War: Imperial Conflict and the Reconfiguration of World Order, 1911–1923,” *Diplomatic History* Vol. 38, No. 4 (2014) 786-800.

#### Expanding geographies

- Radhika Singha, *The Coolie’s Great War: Indian Labor and Global Conflict, 1914-1921* (Oxford University Press, 2020) 13-42.

*This unit considers the role of colonial armies during the First World War— why did some empires allow non-White troops to fight in European theaters (such as the French) while others did not (such as the British), and how did these differing imperial logics relate to concepts of subject and citizen?*

### Week 7: Japanese Empire

#### Racial Equality and Interwar International Order

- Naoko Shimazu, “Japan’s Status as a Great Power” in *Japan, Race and Equality* (Routledge, 1998) pp. 89-116.

#### East Asian Imperial Conquest

- Podcast with Jeremy Yellen, on his book, *The Greater East Asia Co-Prosperity Sphere: When Total Empire Met Total War* (Cornell University Press, 2019), New Books in Southeast Asian Studies, available at— <https://podcasts.apple.com/in/podcast/new-books-in-southeast-asian-studies/id425214664?i=1000457782902>
- “Concerning the Management of Women Traveling to China,” 1938. Available at— <https://www.japaneseempire.info/post/concerning-the-management-of-women-traveling-to-china>

*This unit analyzes 'civilizational' hierarchies in institutions of international order such as the League of Nations, the history of Japanese empire, and Japan’s racial equality proposal, highlighting the long-term aftermaths of these structures. It critiques the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, as well as advocacy for socio-political change.*

\*In class Midterm Exam\*

Week 8: The China-Burma-India Theater of the Second World War  
Singapore 1942 and the Indian National Army

- Online Exhibit, National Archives of Singapore available at:  
[https://www.nas.gov.sg/archivesonline/online\\_exhibit/indian\\_national\\_army/tiger.htm](https://www.nas.gov.sg/archivesonline/online_exhibit/indian_national_army/tiger.htm)

The Battles of Imphal and Kohima

- B er enice Guyot-R echard, "When Legions Thunder Past: The Second World War and India's Northeastern Frontier," *War in History* Vol. 25, No. 3 (2018) 328–360.

*This unit connects the Second World War with rising national independence movements, exploring the origins behind why, for many communities, decolonization and national liberation led to increased access to justice, rights, and enfranchisement, while for others it did not. The world became increasingly diverse and interconnected through empire and subsequently decolonization, but not necessarily one that is equal for all.*

Week 9: The United Nations during and after the Second World War

The United Nations and the Narrative of Global Citizenship

- Declaration by the United Nations, 1 January 1942. Available at—  
[https://avalon.law.yale.edu/20th\\_century/decade03.asp](https://avalon.law.yale.edu/20th_century/decade03.asp)
- Manu Bhagavan, "Towards Universal Relief and Rehabilitation: India, UNRRA and the New Internationalism," in Plesch and Weiss (eds.), *Wartime Origins and the Future United Nations* (Routledge, 2015) 121-135.

The Korean War

- William Stueck, "The Korean War" in Leffler and Westad (eds.), *The Cambridge History of the Cold War* (Cambridge University Press, 2010) 266-287.

*This unit highlights the importance of the United Nations as a military alliance and as a framework of a state-centric international order, which made national citizenship of crucial importance for securing rights.*

**Part III: Forging Postcolonial Citizens: Decolonization and Postcolonial War-making**

Week 10: Partitioning Territories and Citizenship

South Asian partitions and refugee crises

- Dubnov and Robson, "Introduction" in *Partitions: A Transnational History of Twentieth-Century Territorial Separatism* (Stanford University Press, 2019).

Middle Eastern partitions and UN Emergency Forces

- Rosalyn Higgins, "The June War: The United Nations and Legal Background." *Journal of Contemporary History* Vol. 3, No. 3 (1968) 253–273.

*This unit compares partitions and subsequent wars between India-Pakistan and Israel-Palestine, as well as the creation of, and ongoing issues surrounding citizenship and refugee crises in the two region.*

## Week 11 + 12: Cold War Hot Wars

### Police Action: Indonesia, Cyprus, Malaya, Kenya

- RGK Thompson, *Defeating Communist Insurgency: The Lessons of Malaya and Vietnam* (Praeger, 1966) Selections.

### Counterrevolutionary warfare: Indochina, Algeria

- Terrence G. Peterson, "Think Global, Fight Local: Recontextualizing the French Army in Algeria, 1954–1962" *French Politics, Culture & Society* Vol. 38, No. 2 (2020) 56-79.

### Metropolitan Citizens and Imperial Pasts

- Raphaëlle Branche, "Comparing the Afterlives, Political Uses, and Memories of Extreme Violence during the Wars of Decolonization in France, the Netherlands, and Britain" in Brocades Zaalberg and Luttikhuis (eds.), *Empire's Violent End: Comparing Dutch, British, and French Wars of Decolonization, 1945–1962* (Cornell University Press, 2022).

*This unit focuses on the ongoing legacies of empire derived from violent experiences of decolonization. This demonstrates how the historical processes of imperial conquest and decolonization highlighted in History 3590 are unfortunately of continuing, contemporary relevance to citizens of today.*

## Week 13 + 14: US Empire and the Evolution of Warfare

### Global Policing and the War on Drugs

- Will Meyer, "Laboratories of Empire," *Protean Magazine*, 26 October 2021. Available at—<https://proteanmag.com/2021/10/26/empires-laboratory/>

### 'No initiative on the use of force:' Congo, Somalia, Rwanda, the Balkans

- Nicholas J. Wheeler, *Saving Strangers: Humanitarian Intervention in International Society* (Oxford University Press, 2003), "Chapter 7: Global Bystander to Genocide."

### Distance, Drones and 'Humane' war: Separating democratic citizens from war-making

- Samuel Moyn with Jack Goldsmith, Lawfare podcast, available at: <https://shows.acast.com/lawfare/episodes/humane-with-samuel-moyn>

*This unit shows how United States is a very important actor, though not a unique participant, in processes of empire and decolonization. Throughout the course, students gain historical and geographical knowledge of regions in what we now call the Global South, giving them crucial contextual information about regions where much of US military intervention has taken place since 1945. This is important for a US citizen's role in foreign policy decision-making, as well as under-cutting general perceptions of American exceptionalism.*

\*Final Exam is a take home, open book, open note, carried out over 48 hours after the final week of classes, submitted through Carmen\*

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

### Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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**GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)