

PS 461, Fall 2020: Interdisciplinary Seminar in Political Economy, Philosophy, and Politics

Monday/Wednesday 2:30-3:45
1120 DeLuca Biochemistry Building

Instructor:
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Office Hours: Tuesday, 1:30-3:30 pm, via BB Collaborate

I. Course Description

As a political philosophy, liberalism is committed to moral universalism, political equality, and individual rights and freedoms. Yet the modern era during which liberalism developed was also a time of European imperial expansion to the rest of the world. What is the relationship between Western liberal political thought and the project of imperialism? How were theories of universal human rights and egalitarianism made compatible with, and even used to justify, imperial and colonial domination? How should we understand traditions of political thought rooted in historical injustice and exclusion? This course will examine these questions and others through the complex and contradictory relationship between liberal political theory and imperialism. We will read canonical thinkers in the history of modern political thought in order to examine not only how they defended or criticized imperialism, but also, how they perceived the non-European world. In doing so, we will approach the relationship between liberalism and imperialism from economic, philosophical, and political perspectives.

II. Course Objectives

1. Synthesizing concepts and arguments from philosophy, politics, and economics.
2. Applying concepts and arguments from philosophy, politics, and economics.
3. Engaging in written work incorporating an array of primary and secondary sources.

III. Assignments

A. Research Paper and Components (65% of total grade)

65% of the seminar grade will consist of a research paper that is broken down into 6 graded components, listed below. The paper is broken down into these components in order to ensure that each member of the seminar will be able to work closely with the instructor to produce a high quality paper. The paper itself is to be between 4500 and 5000 words, which is approximately 18 to 20 pages (Times New Roman, double spaced, 12 point font).

The components of the paper follow:

- 1 and 2: First steps: 5 % points of the 65 % points
1. Preliminary meeting to discuss topic and bibliography

To be completed no later than September 18.

2. Preliminary research question and thesis statement

To be handed in to the instructor no later than September 23.

3. Book Review/Critical Reflection: 10 % points of the 65 % points

The book review/critical reflection is to consist of a critical analysis of one scholarly book or two scholarly articles. I anticipate that the book and one or both of the articles will be the product of our discussion for the September 18 meeting. This assignment is to be between 750 and 1000 words, and is, in part, designed to enable you to more effectively complete the annotated bibliography assignment, and in part to enable you to start to write critically of scholarship to develop your own arguments. I will provide detailed instructions to you within the first two weeks of class. The assignment is to be handed in to me by or prior to Wednesday, October 14.

4. Annotated Bibliography: 10 % points of the 65 % points

The annotated bibliography is to consist of at least 10 secondary sources for your paper. I will work with you in getting started, but you will carry out the bulk of the research independently. The document should include: 1. full citation information for each source; 2. a brief description of the source's arguments and, if relevant, data and methods; 3. selected quotations that will be incorporated into the paper itself.

The annotated bibliography is to be handed in no later than November 5.

5. Preliminary first paragraph (including thesis statement) and detailed outline: 10 % points of the 65 % points

The preliminary first paragraph and detailed outline are to be a draft topic paragraph for the paper (it is to include a clear thesis statement) and a detailed outline. The outline should feature a paragraph by paragraph plan for the paper as a whole, and should include, when known, which quotations or sources you plan to incorporate in each paragraph.

The preliminary first paragraph and detailed outline are to be handed in no later than November 12.

6. Final paper: 30 % points of the 65 % points

The final paper is the culmination of the semester's work. The final paper is to be handed in to me on or by Friday, December 11. I expect you to provide me with an electronic copy.

B. Seminar Participation (35% of total grade)

Attendance & Participation (20%) – Ensuring an intellectually rewarding class environment is a group activity and, as such, attendance & participation will be worth 15% of your overall grade. “A” level participation entails that you are: 1. Present nearly every class period; 2. Prepared to discuss course material; 3. Equipped with the day's readings; 4. Actively engaged in class discussion.

Discussion Questions (15%) – Student must submit a discussion question on Canvas by 9 pm a day before the seminar. The question should demonstrate the student's close reading and critical engagement of the assigned texts. The questions should help direct the day's discussion.

IV. Grading

Grades will be assigned based on the following scale:

A ≥ 93.5 AB = 87.5-93.4 B = 82.5-87.4 BC = 77.5-82.4

C = 69.5-77.4 D = 60-69.4

F ≤ 59.9

V. Materials

I have ordered two books for this class; all other readings are available online in formats indicated below by the days we'll be covering them.

1. Jennifer Pitts, *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France* (Princeton: Princeton University Press, 2005)
2. Alexis de Tocqueville, *Writings on Empire and Slavery* (Baltimore: The Johns Hopkins University Press, 2001)

VI. Class Expectations

You can expect me, as your instructor, to come to class prepared, to be available for assistance during office hours or by mutually convenient appointment, to answer email correspondence in a reasonable amount of time to provide feedback on your performance, to hand back written work in a reasonable amount of time, and to provide clear instructions and guidelines.

I expect you, as students, to come to class prepared and on time (which involves bringing the assigned materials to class), to be attentive and respectful in class, to check your university-registered email regularly, to read and understand the syllabus and other course guidelines, in addition to adhering to all university policies and policies stated in the syllabus.

UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-

person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Academic dishonesty will not be tolerated, and will be dealt with severely. For information on academic honesty, see <http://students.wisc.edu/doso/acadintegrity.html>.

This syllabus is a general plan for the course; deviations may occur.

VII. Schedule of Readings and Discussion

Wednesday, September 2

Introduction and Course Overview

Unit 1: Introduction to Liberalism and Empire

Monday, September 7

- Karuna Mantena. "The Crisis of Liberal Imperialism," In *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism*. Princeton, NJ: Princeton University Press, 2010, pp. 21-55. (Available on Canvas)

- "Colonialism Made the Modern World. Let's Remake It," *The New York Times*: <https://www.nytimes.com/2020/07/27/opinion/sunday/decolonization-statues.html>

Wednesday, September 9

- Duncan Bell, "The Dream Machine: On Liberalism and Empire," in *Reordering the World: Essays on Liberalism and Empire*, pp. 19-61 (Available on Canvas)

Unit 2: John Locke

Monday, September 14

- John Locke, *Two Treatises of Government*. Chapters 1-3 (Available on Canvas)

Wednesday, September 16

- John Locke, *Two Treatises of Government*. Chapters 4-5 (Available on Canvas)

Unit 3: John Stuart Mill

Monday, September 21

- John Stuart Mill, "Civilization" (1836) (Available on Canvas)
- Mill, "A Few Words on Non-Intervention" (1859) (Available on Canvas)

Wednesday, September 23

- Mill, *Considerations on Representative Government*, chapters 2, 16, 18 (Available on Canvas)

Unit 4: Alexis de Tocqueville

Monday, September 28

- Alexis de Tocqueville, *Writings on Empire and Slavery*, pp. ix-13

Wednesday, September 30

- Alexis de Tocqueville, *Writings on Empire and Slavery*, pp.14-58

Monday, October 5

- Alexis de Tocqueville, *Writings on Empire and Slavery*, pp.59-116

Wednesday, October 7

- Pitts, *A Turn to Empire*, Ch. 7

Unit 5: Adam Smith

Monday, October 12

- Adam Smith, *Wealth of Nations*, "Of Colonies," Part 1,2 (pp. 732-779) (Available on Canvas)

Wednesday, October 14

- Adam Smith, *Wealth of Nations*, "Of Colonies," Part 3 (pp. 780-851) (Available on Canvas)

Monday, October 19

- Adam Smith, *Lectures on Jurisprudence*, A.i.27-35, B.149-150. (Available on Canvas)
- Adam Smith, *The Wealth of Nations*, Book 5, Ch. 1, "Of the Expense of Defense", pp. 922-945. (Available on Canvas)

Wednesday, October 21

- Pitts, *A Turn to Empire*, Ch. 2

Unit 6: Marxist Critique

Monday, October 26

- Karl Marx, "The British Rule in India":

<https://www.marxists.org/archive/marx/works/1853/06/25.htm>

- Karl Marx, "The Future Results of British Rule in India":

<https://marxists.catbull.com/archive/marx/works/1853/07/22.htm>

- Karl Marx, "The East India Company - Its History and Results":

<https://www.marxists.org/archive/marx/works/1853/07/11.htm>

Wednesday, October 28

- V. I. Lenin, *Imperialism: The Highest Stage of Capitalism*, "Preface to the French and German Editions", "Imperialism, as a Special Stage of Capitalism", "The Critique of Imperialism (Available on Canvas)

Unit 7: Race and Empire

Monday, November 2

- Mills, *From Class to Race: Essays in White Marxism and Black Radicalism*, Chapter 6,

"European Specters" (Available on Canvas)

Wednesday, November 4

- Edward Said, *Orientalism*, "Introduction"; "Chapter 1: The Scope of Orientalism: I-II" (Available on Canvas)

Unit 8: Contemporary Liberal Imperialism

Monday, November 9

- Niall Ferguson, *Empire: How Britain Made the Modern World* (Penguin: 2004), Introduction and Conclusion. (Available on Canvas)

- Michael Ignatieff, "The American Empire; the Burden", *New York Times Magazine*, available here: <http://www.nytimes.com/2003/01/05/magazine/the-american-empire-the-burden.html>.

Wednesday, November 11

-Jeanne Morefield, *Empires Without Imperialism: Anglo-American Decline and the Politics of Deflection* (Oxford University Press, 2014), Introduction, Chapters 6. (Available on Canvas)

Unit 9: The United States and Empire

Monday, November 16

- George Herring, *From Colony to Superpower: U.S. Foreign Relations Since 1776*, chap. 8 (Available on Canvas)

Unit 10: A New Imperial Order?

Wednesday, November 18

- Anthony Anghie, *Imperialism, Sovereignty and the Making of International Law* (Cambridge: Cambridge University Press, 2005), chap. 2.

Monday, November 23

- James Tully, "The Imperial Roles of Modern Constitutional Democracy," in *Public Philosophy in a New Key* (Cambridge 2008), vol 2.

Wednesday, November 25 (Extra Day)

Thanksgiving Break

Monday, November 30: (Extra Day)

Wednesday, December 2: Presentations

Monday, December 7: Presentations

Wednesday, December 10: Presentations