

**EMPIRE & REVOLUTION:
U.S. and European Colonialism in Southeast Asia**

**University of Wisconsin-Madison
Department of History**

History 600/755: A Pro-Seminar

Mr. McCoy

Fall 2021

I. REQUIREMENTS:-

Course Description: Starting with reflections on the meaning of “empire” in a time of fading U.S. global power, the course will explore the rise of European and U.S. empires during the “high colonialism” of the 19th and 20th centuries. More than any other historical process, imperialism is responsible for the formation of the modern world order with its worldwide system of nation states and transnational governance. As the only region of the globe that experienced all of the major imperial powers—American, British, Dutch, French, Japanese, Portuguese, and Spanish—Southeast Asia is the ideal laboratory for the examination of “empire.”

In studying European empires in Southeast Asia, the seminar will focus on U.S. colonial rule in the Philippines from 1898 to 1946, an important but often overlooked chapter in American history. Indeed, over the span of two centuries, the U.S. conquest and colonization of the Philippines is the only experience comparable to our recent involvement in Afghanistan and Iraq. By exploring this juxtaposition of past and present in the history of America’s foreign adventures, the seminar will, in its opening and closing sessions, explore the way the past bears upon the present.

More broadly, the course will explore a series of issues central to the character of global empires--the causes of their expansion, the culture of colonial dominion, their ecological and economic transformations, the rise of nationalist resistance, and the dynamics of imperial decline.

After reviewing the expansion of European colonialism into Southeast Asia, the course will also focus on the region’s response, which ranges from peasant revolt to national revolution. The seminar thus introduces students to readings on the dynamics of empire and the social processes of both resistance and revolution—concentrating on the Philippines, Indonesia, Vietnam, Thailand, and Burma. Applying these lessons from the past, the course will close with reflections on the future of U.S. global hegemony.

Instead of transferring a fund of facts about European empires and anti-colonial revolutions, the seminar seeks to examine the perspectives of Western and Asian scholars who have studied these complex processes. Hopefully, students will emerge from the course with a better understanding of the nature of empire and, more broadly, the dynamics of historical change.

Credit Policy: The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course’s learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings

of 115 minutes per week), dedicated online time, reading, writing, individual consultations with the instructor, and other student work as described in the syllabus.

Course Aims: As the final phase of the undergraduate History major or first step in a graduate career, the seminar allows students an opportunity to reflect upon lessons learned in past courses and to refine essential academic skills--critical reading, academic analysis, primary research, expository writing, and formal oral presentation.

Class Meetings: The seminar is scheduled to meet in-person on Tuesdays, 11:00 a.m. to 12:55 p.m. in Room No. 5257, Mosse Humanities Building.

Office Hours: On Thursdays from 11:30 am to 1:30 pm, via telephone after making an appointment via e-mail to <awmccoy@wisc.edu>.

Grading: Students shall be marked on their weekly participation, writing assignments, and oral presentations, as follows:

Weekly Discussion Summaries: Prior to the first and last class meetings, students shall prepare a two-page summary of the assigned readings for the topic under discussion that week. By **9:00 am, Monday, September 13**, students shall submit (via email) a review of all the readings for Week One summarizing the authors' views on the character of empire. By **9:00 am on Monday, December 13**, students shall submit a review of at least four readings from Week 14, analyzing the ongoing imperial transition and predicting the shape of global power circa 2030.

Class Presentation: At each class meeting, two students shall serve as the "discussant" by presenting a 15-minute summary of the readings, which will be followed by a general discussion. The discussants shall meet with the instructor during office hours and submit a draft outline in the week prior to their presentation. Each student will serve as discussant twice during the semester.

Class Participation: Students are responsible for reviewing all the "required" readings assigned for each week, usually totaling about 200 pages, and will present a short oral summary of one or more readings at the start of each class. Attendance at all classes is required; each unexcused absence attracts a deduction of three percent from the final mark; and three unexcused absences mean failure.

Final Paper: By 9:00 am, on **Monday, November 8**, students shall submit an email attachment with a one-page outline of their proposed project, which will be returned within a week with comments. By 9:00 am, on **Monday, November 29**, students shall submit a 15-page paper (via hard copy to my mailbox & email attachment) on one of the topics or themes covered in the course, usually building upon one or both of their oral presentations.

Grading: Thus, the final grade shall be computed as follows:

--presentations:	20%
-- weekly papers:	20%
--participation:	20%
--major essay:	40%

Readings: To access the diverse readings for a course spanning six empires and five centuries, the course requires readings found in textbooks and on-line at <canvas.wisc.edu>. In preparation for each meeting, students should read all the “Required Readings,” and then use the “Recommended Readings” as supplemental sources.

Texts for Purchase (University Bookstore):

McCoy, Alfred W., and Francisco A. Scarano, eds., **Colonial Crucible: Empire in the Making of the Modern American State** (Madison: University of Wisconsin Press, 2009).

McCoy, Alfred W., Josep Fradera, and Stephen Jacobson, eds., **Endless Empire: Spain’s Retreat, Europe’s Eclipse, America’s Decline** (Madison: University of Wisconsin Press, 2012).

Wolf, Eric, in **Europe and the People without History** (Berkeley: University of California Press, 1982).

Recommended Text (Amazon.com):

McCoy, Alfred W., **In the Shadows of the American Century: The Rise and Decline of U.S. Global Power** (Chicago: Haymarket Books, 2017).

II. READINGS [Readings in Canvas are marked *]:-

Part I: Origins of Empire

{N.B. Short Paper Due, Email Submission, Monday, September 13, 9:00 am}

• WEEK 1 (September 14) – Theories of Empire

Required (213 pp.)

*Fieldhouse, D.K., **The Colonial Empires: A Comparative Survey from the Eighteenth Century** (London: Macmillan, 1982), pp. 3-10, 372-394.

*Gallagher, John, and Robinson, Ronald, “The Imperialism of Free Trade,” **The Economic History Review** 6:1 (1953), pp. 1-15.

*Jiang Shigong, “Empire and World Order,” **Reading the China Dream** (April 2019), <https://www.readingthechinadream.com/jiang-shigong-empire-and-world-order.html>

- *Mommsen, Wolfgang, **Theories of Imperialism** (New York: Random House, 1980), pp. 3-27, 70-112.
- *Stern, Steve J., “Feudalism, Capitalism, and the World-System in the Perspective of Latin America and the Caribbean,” **The American Historical Review** 93:4 (1988), pp. 829-872. (also see commentary by Wallerstein and rebuttal)
- *Tilly, Charles, **Coercion, Capital and European States: AD 990 – 1992** (Cambridge: Blackwell, 1992), pp. 1-37.
- *Wallerstein, Immanuel, “The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis,” **Comparative Studies in Society and History** 16:4 (1974), pp. 387-415.
- *Wolfe, Patrick, “History and Imperialism: A Century of Theory, from Marx to Postcolonialism,” **The American Historical Review** 102:2 (1997), pp. 388-420.

Recommended

- Callinicos, Alex, “Globalization, Imperialism, and the Capitalist World System,” in David Held and Anthony McGrew, eds., **Globalization Theory: Approaches and Controversies** (Cambridge: Polity Press, 2007), pp. 62-78.
- Kumar, Krishan, “Nation-States as Empires, Empires as Nation-States: Two Principles, One Practice?” **Theory and Society** 39:2 (2010), pp. 119-143.
- Lenin, Vladimir I., “Imperialism: The Highest State of Capitalism,” in H. Wright, ed., **The “New Imperialism”: Analysis of Late Nineteenth-Century Expansion**, (Lexington, MA: D.H. Heath, 1976), pp. 44-59.

• WEEK 2 (September 21) – Pre-colonial States and Empires

Required – Southeast Asia (223 pp.)

- *Lieberman, Victor, “Local Integration and Eurasian Analogies: Structuring Southeast Asian History, C. 1350-C. 1830,” **Modern Asian Studies** 27:3 (1993), pp. 475-572.
- *Day, Tony, “Ties That (Un)Bind: Families and States in Premodern Southeast Asia,” **The Journal of Asian Studies** 55:2 (1996), pp. 384-409.
- *Reid, Anthony, **Southeast Asia in the Age of Commerce. Volume One: The Lands Below the Winds** (New Haven: Yale University Press, 1988), pp. 120-146.
- *Reynolds, Craig J., “A New Look at Old Southeast Asia,” **The Journal of Asian Studies** 54:2 (1995), pp. 419-446.

Required – Global

Wolf, Eric, “The World in 1400,” in **Europe and the People without History** (Berkeley: University of California Press, 1982), pp. 24-72.

Recommended

Charney, Michael W., “Crisis and Reformation in a Maritime Kingdom of Southeast Asia: Forces of Instability and Political Disintegration in Western Burma (Arakan), 1603-1701,” **Journal of the Economic and Social History of the Orient** 41:2 (1998), pp. 185-219.

Colombijn, Freek, “The Volatile State in Southeast Asia: Evidence from Sumatra, 1600-1800,” **The Journal of Asian Studies** 62:2 (2003), pp. 497-529.

Day, Tony, **Fluid Iron: State Formation in Southeast Asia** (Honolulu: University of Hawaii Press, 2002), pp. 1-37.

Junker, Laura Lee, **Raiding, Trading, and Feasting: The Political Economy of Philippine Chiefdoms** (Honolulu: University of Hawai'i Press, 1999), pp. 57-84.

Lieberman, Victor B., **Strange Parallels: Southeast Asia in Global Context, C 800-1830**. Vol. 2 (New York: Cambridge University Press, 2003), pp. 1-8, 49-122, 891-908.

Ricklefs, M. C., **A History of Modern Indonesia since C. 1200**, 4th ed. (Stanford, CA: Stanford University Press, 2008), pp. 3-24.

Scott, James C., “Hills, Valleys, and States: An Introduction to Zomia,” in **The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia** (New Haven: Yale University Press, 2009), pp. 1-39.

• **WEEK 3 (September 28) – Dutch, Portuguese & Spanish Empires**

Required – Southeast Asia (254 pp.)

*Cushner, Nicholas P., **Spain in the Philippines, from Conquest to Revolution** (Quezon City: Ateneo de Manila University Press, 1971), pp. 1-8, 127-152.

*Israel, Jonathan I., **Dutch Primacy in World Trade, 1585-1740** (Oxford: Oxford University Press, 1989), pp. 1-11, 171-187, 405-416.

*Kamen, Henry, **Empire: How Spain Became a World Power, 1492-1763** (New York: Harper Collins, 2003), pp. 197-237.

*Phelan, John Leddy, “The Hispanization of the Philippines” (excerpts) in D.R. SarDesai, ed., **Southeast Asian History: Essential Readings** (Boulder: Westview, 2006), pp. 101-134.

*Prakash, Om, "The Portuguese and the Dutch in the Asian Maritime Trade: A Comparative Analysis," in Sushil Chaudhury and Michel Morineau, eds., **Merchants, Companies and Trade: Europe and Asia in the Early Modern Era** (Cambridge: Cambridge University Press, 1999), pp. 175-188.

*Ricklefs, M. C., **A History of Modern Indonesia since C. 1200**, 4th ed. (Stanford, CA: Stanford University Press, 2008), pp. 25-35, 126-142.

Required – Global

*Boxer, C. R., **The Dutch Seaborne Empire, 1600-1800** (New York: Knopf, 1965), pp. 187-214.

*Flynn, Dennis O., and Arturo Giráldez, "Born with A "Silver Spoon": The Origin of World Trade in 1571," **Journal of World History** 6:2 (1995), pp. 201-221.

Wolf, Eric, **Europe and the People without History** (Berkeley: University of California Press, 1982), pp. 73-100, 101-125.

Recommended

Bjork, Katharine, "The Link That Kept the Philippines Spanish: Mexican Merchant Interests and the Manila Trade, 1571-1815," **Journal of World History** 9:1 (1998), pp. 25-50.

Boxer, C.R., **The Portuguese Seaborne Empire, 1415-1825** (New York: A. A. Knopf, 1969), pp. 39-83.

Boxer, C. R., "A Note on the Portuguese Reactions to the Revival of the Red Sea Spice Trade and the Rise of the Atjeh," **Journal of Southeast Asian History** 10:3 (1969), pp. 415-428.

Newson, Linda A., "Conquest, Pestilence and Demographic Collapse in the Early Spanish Philippines," **Journal of Historical Geography** 32:1 (2006), pp. 3-20.

Vink, Markus, "'The World's Oldest Trade': Dutch Slavery and Slave Trade in the Indian Ocean in the Seventeenth Century," **Journal of World History** 14:2 (2003), pp. 131-177.

• WEEK 4 (October 5) – French & British High Imperialism

Required –Southeast Asia (301 pp.)

*Brocheux, Pierre, and Hemery, Daniel, **Indochina: An Ambiguous Colonization** (Berkeley: University of California Press, 2009), pp. 70-115, 181-216.

*Osborne, Milton E., **The French Presence in Cochinchina and Cambodia: Rule and Response (1859-1905)** (Ithaca: Cornell University Press, 1969), pp. 33-56.

*Tarling, Nicholas, "The Establishment of the Colonial Regimes," in Nicholas Tarling, ed., **The Cambridge History of Southeast Asia: Volume Two, Part One, from 1800 to the 1930s** (Cambridge: Cambridge University Press, 1999), pp. 1-72.

Required – Global

*Aldrich, Robert, **Greater France: A History of French Overseas Expansion** (Basingstoke: Macmillan, 1996), pp. 68-121.

*Darwin, John, **The Empire Project: The Rise and Fall of the British World-System, 1830-1970** (Cambridge: Cambridge University Press, 2009), pp. 23-63.

*Robinson, Ronald, "Non-European Foundations of European Imperialism: Sketch for a Theory of Collaboration," in Wm. Roger Lewis, ed., **The Robinson and Gallagher Controversy** (New York: New Viewpoints, 1976), pp. 128-48.

Recommended

Parsons, Timothy, **The British Imperial Century, 1815-1914: A World History Perspective** (Lanham, Md.: Rowman & Littlefield, 1999), pp. 9-32.

*Tarling, Nicholas, **The Fall of Imperial Britain in South-East Asia** (Oxford: Oxford University Press, 1993), pp. 25-56.

• WEEK 5 (October 12) – The U.S. Empire

Required – Southeast Asia (235 pp.)

Canstañeda, Anna Leah Fidels T., "Spanish Structure, American Theory: The Legal Foundation of a Tropical New Deal in the Philippines," in **Colonial Crucible**, pp. 365-374.

*Go, Julian, "Chains of Empire, Projects of State: Political Education and U.S. Colonial Rule in Puerto Rico and the Philippines," **Comparative Studies in Society and History** 42:2 (2000), pp. 333-362.

McCoy, Alfred W., Scarano, Francisco A., and Johnson, Courtney, "On the Tropic of Cancer," in **Colonial Crucible**, pp. 3-33.

*McCoy, Alfred W., **In the Shadows of the American Century: The Rise and Decline of U.S. Global Power** (Chicago: Haymarket Books, 2017), pp. 27-59.

*Williams, William Appleman, "Imperial Anticolonialism," in **The Tragedy of American Diplomacy** (New York: Norton, 1988), pp. 18-57.

Required – Global

- *Colás, Alejandro, "Open Doors and Closed Frontiers: The Limits of American Empire," **European Journal of International Relations** 14:4 (2008), pp. 619-643.
- *Go, Julian, "The Provinciality of American Empire: 'Liberal Exceptionalism' And U.S. Colonial Rule, 1898-1912," **Comparative Studies in Society and History** 49:1 (2007), pp. 74-108.
- Johnson, Courtney, "Understanding the American Empire," in **Colonial Crucible**, pp. 175-190.
- *Maier, Charles S., **Among Empires: American Ascendancy and its Predecessors** (Cambridge, Mass.: Harvard University Press, 2006), pp. 143-190.
- McCormick, Thomas, "From Old Empire to New," in **Colonial Crucible**, pp. 63-79
- Tomes, Nancy, "Crucibles, Capillaries, and Pentimenti: Reflections on Imperial Transformations," in **Colonial Crucible**, pp. 532-540.
- Tyrrell, Ian, "Empire in American History," in **Colonial Crucible**, pp. 541-556.

Recommended

- Abinales, Patricio, "The U.S. Army as Occupying Force in Muslim Mindanao, 1899-1913," in **Colonial Crucible**, pp. 410-420.
- Gedacht, Joshua, "'Mohammedan Religion Made It Necessary to Fire': Massacres on the American Imperial Frontier from South Dakota to the Southern Philippines," in **Colonial Crucible**, pp. 397-409.
- Hutchcroft, Paul D., "The Hazards of Jeffersonianism: Challenges of State Building in the United States and Its Empire," in **Colonial Crucible**, pp. 375-392

Part II: The Imperial Project

• WEEK 6 (October 19) – Race, Gender, and Cultural Logics of Imperialism

Required – Southeast Asia (266 pp.)

- *Gouda, Frances, "Gender, Race, and Sexuality: Citizenship and Colonial Culture in the Dutch East Indies," in **Dutch Culture Overseas: Colonial Culture in the Netherlands Indies, 1900-1942** (Singapore: Equinox, 1995), pp. 157-193.
- *Rizal, José, **Noli Me Tangere** (Makati City: Bookmark, 1996), pp. 62-66, 164-174.
- *Stoler, Ann Laura, "Sexual Affronts and Racial Frontiers: Cultural Competence and the Dangers of *Métissage*," in **Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule** (Berkeley: University of California Press, 2002), pp. 79-111.

Required – Global

- *Cannadine, David, **Ornamentalism: How the British Saw Their Empire** (Oxford: Oxford University Press, 2001), pp. 3-10, 58-70, 121-135.
- *Fanon, Frantz, “On National Culture (Excerpt from the Wretched of the Earth),” in Patrick Williams and Laura Chrisman, eds., **Colonial Discourse and Post-Colonial Theory: A Reader** (New York: Columbia University Press, 1994), pp. 36-52.
- *Mannoni, O., **Propero & Caliban: The Psychology of Colonization** (Ann Arbor: University of Michigan Press, 1990), pp. 97-121.
- *Said, Edward W., **Orientalism** (New York: Pantheon, 1978), pp. 3-43.
- *Said, Edward W., **Culture and Imperialism** (New York: Knopf, 1993), pp. 3-43, 132-62.

Recommended

- Bayly, Susan, “French Anthropology and the Durkheimians in Colonial Indochina,” **Modern Asian Studies** 34:3 (2000), pp. 581-622.
- Kramer, Paul A., “Empires, Exceptions, and Anglo-Saxons: Race and Rule between the British and United States Empires, 1880-1910,” **The Journal of American History** 88:4 (2002), pp. 1315-1353.
- Salman, Michael, **The Embarrassment of Slavery: Controversies over Bondage and Nationalism in the American Colonial Philippines** (Berkeley: University of California Press, 2001), pp. 44-70.

• **WEEK 7 (October 26) – Colonial Economies, Plantations & Labor Systems**

Required – Southeast Asia (264 pp.)

- *Geertz, Clifford, **Agricultural Involution: The Process of Ecological Change in Indonesia** (Berkeley: University of California Press, 1963), pp. 47-103.
- *McLennan, Marshall, “Changing Human Ecology on the Central Luzon Plain,” in Alfred W. McCoy and Ed. C. de Jesus, eds., **Philippine Social History** (Honolulu: University of Hawai'i Press, 1982), pp. 57-90.
- *Murray, Martin J., “‘White Gold’ or ‘White Blood’?: The Rubber Plantations of Colonial Indochina, 1910-40,” in E. Valentine Daniel, Henry Bernstein and Tom Brass, eds., **Plantations, Proletarians and Peasants in Colonial Asia** (London: Frank Cass, 1992), pp. 41-67.

Required – Global

- *Ayala, César J., **American Sugar Kingdom: The Plantation Economy of the Spanish Caribbean, 1898-1934** (Chapel Hill: University of North Carolina Press, 1999), pp. 5-18, 23-73.
- *Tucker, Richard P., “Unsustainable Yield: American Foresters and Tropical Timber Resources,” in **Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World**, (Lanham: Rowman & Littlefield Publishers, 2007), pp. 345-416.

Recommended

- Adas, Michael, **The Burma Delta: Economic Development and Social Change on an Asian Rice Frontier, 1852-1941** (Madison: University of Wisconsin Press, 1974), pp. 15-40.
- Knight, G. Roger, “The Java sugar industry as a capitalist plantation: a reappraisal,” **Plantations, Proletarians and Peasants in Colonial Asia** (London: Frank Cass, 1992), pp. 68-83.
- Marseille, Jacques. “The Phases of French Colonial Imperialism: Towards a New Periodization.” **The Journal of Imperial and Commonwealth History** 13:3 (1985), pp. 127-41.
- Murray, Martin J., **The Development of Capitalism in Colonial Indochina (1870-1940)** (Berkeley: University of California Press, 1980), pp. 45-95, 477-492.
- Slocumb, Margaret, **Colons and Coolies: The Development of Cambodia's Rubber Plantations** (Bangkok: White Lotus Press, 2007), pp. 7-15, 45-68.
- Tucker, Richard P., “Lords of the Pacific: Sugar Barons in the Hawaiian and Philippine Islands,” in **Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World**, (Lanham: Rowman & Littlefield Publishers, 2007), pp. 63-119.

• WEEK 8 (November 2) – Imperial Environmental Management

Required – Southeast Asia (202 pp.)

- Bankoff, Greg, “Conservation and Colonialism: Gifford Pinchot and the Birth of Tropical Forestry in the Philippines,” in **Colonial Crucible**, pp. 479-488.
- *Biggs, David, “Breaking from the Colonial Mold: Water Engineering and the Failure of Nation-Building in the Plain of Reeds, Vietnam,” **Technology & Culture** 49:3 (2008), pp. 599-623.
- *Brocheux, Pierre, **The Mekong Delta: Ecology, Economy, and Revolution, 1860-1960** (Madison: University of Wisconsin-Madison, 1995), pp. 17-50.

Vandergeest, Peter, and Peluso, Nancy Lee, "Empires of Forestry: Professional Forestry and State Power in Southeast Asia, Part 1," **Environment and History** 12 (2006), pp. 31-64.

Required – Global

*Grove, Richard, "Conserving Eden: The (European) East India Companies and Their Environmental Policies on St. Helena, Mauritius and in Western India, 1660 to 1854," **Comparative Studies in Society and History** 35:2 (1993), pp. 318-351.

McCook, Stuart, "'The World Was My Garden': Tropical Botany and Cosmopolitanism in American Science, 1898-1935," in **Colonial Crucible**, pp. 499-507.

*Scott, James C., **Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed**. (New Haven: Yale University Press, 1998), pp. 1-52.

*Sutter, Paul S., "Tropical Conquest and the Rise of the Environmental Management State," in **Colonial Crucible**, pp. 317-26.

Recommended

Adas, Michael, "Engineer's Imperialism," in **Dominance by Design: Technological Imperatives and America's Civilizing Mission** (Cambridge, Mass.: Belknap Press of Harvard University Press, 2006), pp. 129-182.

Goldman, Michael, "Eco-Governmentality and the Making of an Environmental State," in **Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization** (New Haven: Yale University Press, 2005), pp. 181-220.

Logan, William, "Land of the Lotus-Eaters: Vientiane under the French," in **Vientiane: Transformations of a Lao Landscape**, eds. Marc Askew, William Logan and Colin Long (London: Routledge, 2007), pp. 73-110.

McGee, T. G., **The Southeast Asian City: A Social Geography of the Primate Cities of Southeast Asia** (New York: Praeger, 1967), pp. 29-75.

Vandergeest, Peter, and Peluso, Nancy Lee, "Empires of Forestry: Professional Forestry and State Power in Southeast Asia, Part 2," **Environment and History** 12 (2006), pp. 359-393.

{N.B. Two-page Essay Outline due, Email Submission, 9:00 am, Monday, November 8}

• **WEEK 9 (November 9) – Policing the Empire**

Required – Southeast Asia (161 pp.)

Foster, Anne. L., “Prohibiting Opium in the Philippines and the United States: The Creation of an Interventionist State,” in **Colonial Crucible**, pp. 95-105.

McCoy, Alfred W., “Policing the Imperial Periphery: Philippine Pacification and the Rise of the U.S. National Security State,” **Colonial Crucible**, pp. 106-115.

*McHale, Shawn Frederick, “The Colonial State and Repression of the Printed Word,” in **Print and Power: Confucianism, Communism, and Buddhism in the Making of Vietnam** (Honolulu: University of Hawai'i Press, 2004), pp. 39-65.

*Nordholt, Henk Schulte, and van Till, Margreet, “Colonial Criminals in Java, 1870-1910,” in Vicente L. Rafael, ed., **Figures of Criminality in Indonesia, the Philippines, and Colonial Vietnam** (Ithaca: Cornell University Press, 1999), pp. 47-69.

Salman, Michael, “The Prison That Makes Men Free': The Iwahig Penal Colony and the Simulacra of the American State in the Philippines,” **Colonial Crucible**, pp. 116-130.

*Stockwell, A.J., “Policing During the Malayan Emergency, 1948-1960,” in David M. Anderson and David Killingray, eds., **Policing and Decolonisation: Politics, Nationalism, and the Police, 1917-65** (Manchester: Manchester University Press, 1992), pp. 105-126.

Required – Global

*Anderson, David M., and Killingray, David, “An Orderly Retreat? Policing the End of Empire,” in David M. Anderson and David Killingray, eds., **Policing and Decolonisation: Politics, Nationalism, and the Police, 1917-1965** (Manchester: Manchester University Press, 1992), pp. 1-21.

Ballantyne, Tony, “Information and Intelligence in the Mid-Nineteenth-Century Crisis in the British Empire,” in **Endless Empire**, pp. 169-181.

McCoy, Alfred W., “Imperial Hubris: Information Infrastructure and U.S. Global Power,” in **Endless Empire**, pp. 360-86.

Recommended

*McCoy, Alfred W., **Policing America's Empire: The United States, the Philippines, and the Rise of the Surveillance State** (Madison: University of Wisconsin Press, 2009), pp. 15-58, 94-125.

Zinoman, Peter, “Colonial Prisons in Revolt,” in **The Colonial Bastille: A History of Imprisonment in Vietnam, 1862-1940** (Berkeley: University of California Press, 2001), pp. 136-157.

• **WEEK 10 (November 16) – Public Health, Medical Science & Empire**

Required – Southeast Asia (249 pp.)

- *Anderson, Warwick, “Pacific Crossings: Imperial Logics in United States’ Public Health Programs,” in **Colonial Crucible**, pp. 277-87.
- Anderson, Warwick, and Hans Poll, “Scientific Patriotism: Medical Science and National Self-Fashioning in Southeast Asia,” in **Endless Empire**, pp. 262-75.
- *De Bevoise, Ken, “Malaria: Disequilibrium in the Total Environment” and “Conclusion: Intervention and Disease” in **Agents of Apocalypse: Epidemic Disease in the Colonial Philippines** (Princeton, N.J.: Princeton University Press, 1995), pp. 142-163, 185-190.
- Doeppers, Daniel, “Manila's Imperial Makeover: Security, Health, and Symbolism,” in **Colonial Crucible**, pp. 489-498.
- *Hull, Terence H., “Plague in Java,” in Norman G. Owen, ed., **Death and Disease in Southeast Asia: Explorations in Social, Medical, and Demographic History** (Oxford: Oxford University Press, 1987), pp. 210-230.
- McCoy, Alfred W., Scarano, Francisco A., and Johnson, Courtney, “On the Tropic of Cancer” (excerpt), in **Colonial Crucible**, pp. 14-21.
- *Manderson, Lenore, “Brothel Politics and the Bodies of Women,” in **Sickness and the State: Health and Illness in Colonial Malaya, 1870-1940** (Cambridge: Cambridge University Press, 1996), pp. 166-200.

Required – Global

- *Espinosa, Mariola, “A Fever for Empire: U.S. Disease Eradication in Cuba as Colonial Public Health,” in **Colonial Crucible**, pp. 288-96.
- *Keller, Richard, “Madness and Colonization: Psychiatry in the British and French Empires, 1800-1962,” **Journal of Social History** 35:2 (2001), pp. 295-326.
- *King, Nicholas B., “Security, Disease, Commerce: Ideologies of Postcolonial Global Health,” **Social Studies of Science** 32:5/6 (2002), pp. 763-789.
- *Osborne, Michael A., “Acclimatizing the World: A History of the Paradigmatic Colonial Science,” **Osiris** 15 (2000), pp. 135-151.

Recommended

- Cook, Harold John, “Truths and Untruths from the Indies,” in **Matters of Exchange: Commerce, Medicine, and Science in the Dutch Golden Age** (New Haven: Yale University Press, 2008), pp. 175-225.

McElhinny, Bonnie, “‘Kissing a Baby Is Not at All Good for Him’: Infant Mortality, Medicine, and Colonial Modernity in the U.S.-Occupied Philippines,” **American Anthropologist** 107:2 (2005), pp. 183-194.

Nguyen-Marshall, Van, “The Moral Economy of Colonialism: Subsistence and Famine Relief in French Indo-China, 1906-1917,” **The International History Review** 27:2 (2005), pp. 237-258.

Vann, Michael G., “Of Rats, Rice, and Race: The Great Hanoi Rat Massacre, an Episode in French Colonial History,” **French Colonial History** 4 (2003), pp. 191-203.

Part III: Anti-Imperialism and Resistance

• WEEK 11 (November 23) – Peasant Resistance

Required – Southeast Asia (257 pp.)

*Bayly, C. A., “Two Colonial Revolts: The Java War, 1825-30, and the Indian 'Mutiny' of 1857-59,” in C. A. Bayly and D. H. A. Kolff, eds., **Two Colonial Empires: Comparative Essays on the History of India and Indonesia in the Nineteenth Century** (Dordrecht: M. Nijhoff, 1986), pp. 111-136.

*Brocheux, Pierre, “Moral Economy or Political Economy? The Peasants Are Always Rational,” **The Journal of Asian Studies** 42:4 (1983), pp. 791-803.

*Fegan, Brian, “The Social History of a Central Luzon Barrio,” in Alfred W. McCoy and Ed. C. de Jesus, eds., **Philippine Social History** (Honolulu: University of Hawai'i Press, 1982), pp. 91-130.

*Kerkvliet, Benedict J.T., **The Huk Rebellion: A Study of Peasant Revolt in the Philippines** (Berkeley: University of California Press, 1977), pp. xi-xvi, 1-25, 26-60.

*Scott, James C., “The Erosion of Patron-Client Bonds and Social Change in Rural Southeast Asia,” **The Journal of Asian Studies** 32:1 (1972), pp. 5-37.

*Scott, James C., **Moral Economy of the Peasant** (New Haven: Yale University Press, 1976), pp. 56-90.

Required – Global

*Guha, Ramachandra, “Rebellion as Confrontation” and “Peasants and ‘History’,” in **The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya** (Oxford: Oxford University Press, 1989), pp. 99-137 and 185-196.

*Stokes, Eric, “Traditional Resistance Movements and Afro-Asian Nationalism: The Context of the 1857 Mutiny Rebellion in India,” **Past & Present** 48 (1970), pp. 100-118.

Recommended

Adas, Michael, “From Avoidance to Confrontation: Peasant Protest in Precolonial and Colonial Southeast Asia,” **Comparative Studies in Society and History** 23:2 (1981), pp. 217-247.

Aung-Thwin, Maitrii, “Structuring Revolt: Communities of Interpretation in the Historiography of the Saya San Rebellion,” **Journal of Southeast Asian Studies** 39:02 (2008), pp. 297-317.

Popkin, Samuel L., **The Rational Peasant: The Political Economy of Rural Society in Vietnam** (Berkeley: University of California Press, 1979), pp. 1-31.

Scott, James C., **Weapons of the Weak: Everyday Forms of Peasant Resistance** (New Haven: Yale University Press, 1985), pp. 48-85 (pp. 1-27 recommended).

{N.B. THANKSIVING BREAK, Thursday, November 25}

• **WEEK 12 (November 30) – Revolution and Resistance**

Required – Southeast Asia (259 pp.)

*Anderson, Benedict, **Imagined Communities: Reflections on the Origin and Spread of Nationalism**, 2nd ed. (London: Verso, 1991), pp. 1-46, 163-85.

*Ileto, Reynaldo Clemeña, **Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910** (Quezon City: Ateneo de Manila University Press, 1979), 93-139.

*Kratoska, Paul H., and Batson, Ben, “Nationalism and Modernist Reform,” in Nicholas Tarling, ed., **The Cambridge History of Southeast Asia: Volume Two**, (Cambridge: Cambridge University Press, 1992), pp. 264-280.

*Reid, Anthony, “Nationalism and Asia” and “Understanding Southeast Asian Nationalisms,” in **Imperial Alchemy: Nationalism and Political Identity in Southeast Asia** (Cambridge: Cambridge University Press, 2010), pp. 1-48.

Required – Global

- *Bosma, Ulbe, "Citizens of Empire: Some Comparative Observations on the Evolution of Creole Nationalism in Colonial Indonesia," **Comparative Studies in Society and History** 46:04 (2004), pp. 656-681.
- *Chatterjee, Partha, "Nationalism as a Problem in the History of Political Ideas," **Nationalist Thought and the Colonial World: A Derivative Discourse** (Minneapolis: University of Minnesota Press, 1986), pp. 1-34.
- *Shipway, Martin, "Colonial Politics Before the Flood: Challenging the State, Imagining the Nation," in **Decolonization and Its Impact: A Comparative Approach to the End of the Colonial Empires**, (Malden, MA: Blackwell, 2008), pp. 34-60.

Recommended

- Anderson, Benedict R. O'G., **Java in a Time of Revolution: Occupation and Resistance, 1944- 1946** (Ithaca: Cornell University Press, 1972), pp. 1-84.
- Anderson, Benedict R. O'G., "Nationalism, Identity, and the Logic of Seriality," in **The Spectre of Comparisons: Nationalism, Southeast Asia, and the World**, (London: Verso, 1998), pp. 30-45.
- Brocheux, Pierre, and Hemery, Daniel, **Indochina: An Ambiguous Colonization** (Berkeley: University of California Press, 2009), pp. 281-335.
- Brown, David, "From Peripheral Communities to Ethnic Nations: Separatism in Southeast Asia," **Pacific Affairs** 61:1 (1988), pp. 51-77.
- McKenna, Thomas M., "Muslim Separatism and Bangsamoro Rebellion," in **Muslim Rulers and Rebels: Everyday Politics and Armed Separatism in the Southern Philippines** (Berkeley: University of California Press, 1998), pp. 138-169.
- Schumacher, John N., "The 'Propagandists' Reconstruction of the Philippine Past," in Anthony Reid and David Marr, eds., **Perceptions of the Past in Southeast Asia**, (Singapore: Asian Studies Association of Australia, 1979), pp. 246-280.
- Walton, Matthew J., "Ethnicity, Conflict, and History in Burma: The Myths of Panglong," **Asian Survey** 48:6 (2008), pp. 889-910.
- Webster, David, "'Already Sovereign as a People': A Foundational Moment in West Papuan Nationalism," **Pacific Affairs** 74:4 (2001), pp. 507-528.

{N.B. ESSAYS DUE—Hard-Copy & Email, Monday, November 29, 9:00 a.m.}

- WEEK 13 (December 7) – Dynamics of Imperial Decline: European Empires

Required – Southeast Asia (282 pp.)

- Barton, Gregory A., “Informal Empire: The Case of Siam and the Middle East,” in **Endless Empire**, pp. 247-61.
- *Bayly, C. A., and Harper, T. N., **Forgotten Wars: Freedom and Revolution in Southeast Asia** (Cambridge: Belknap Press of Harvard University Press, 2007), pp. 516-554.
- *Frey, Marc. “The Indonesian Revolution and the Fall of the Dutch Empire: Actors, Factors, and Strategies.” in Marc Frey, Ronald W. Pruessen and Tai Yong Tan, eds., **The Transformation of Southeast Asia: International Perspectives on Decolonization** (Armonk, N.Y.: M.E. Sharpe, 2003), pp. 83-104.
- *Shipway, Martin, “Imperial Designs and Nationalist Realities in Southeast Asia, 1945-1955,” in **Decolonization and Its Impact: A Comparative Approach to the End of the Colonial Empires** (Malden, MA: Blackwell, 2008), pp. 87-113.
- *Tarling, Nicholas, **The Fall of Imperial Britain in South-East Asia** (Oxford: Oxford University Press, 1993), pp. 170-207.

Required – Global

- Aldrich, Robert, “When Did Decolonization End?: France and the Ending of Empire,” in McCoy, in **Endless Empire**, pp. 216-229.
- Darwin, John, “The Geopolitics of Decolonization,” in **Endless Empire**, pp. 191-202.
- Delgado Ribas, Josep M., “Eclipse and Collapse of the Spanish Empire, 1650-1898,” in **Endless Empire**, pp. 43-54.
- *Fieldhouse, D.K., **The Colonial Empires: A Comparative Survey from the Eighteenth Century** (London: Macmillan, 1982), pp. 395-428.
- Jacobson, Stephen, “Imperial Ambitions in an Era of Decline: Micromilitarism and the Eclipse of the Spanish Empire, 1858-1923,” in **Endless Empire**, pp. 74-91.
- Johnson, Courtney, “‘Alliance Imperialism’ and Anglo-American Power after 1898: The Origins of Open-Door Internationalism,” in **Endless Empire**, pp. 112-135.
- McCoy, Alfred W., “Fatal Florescence: Europe's Decolonization and America's Decline,” in **Endless Empire**, pp. 3-39.

Recommended

- Aldrich, Robert, **Greater France: A History of French Overseas Expansion** (Basingstoke: Macmillan, 1996), pp. 266-306.
- Darwin, John, **The Empire Project: The Rise and Fall of the British World-System, 1830-1970** (Cambridge: Cambridge University Press, 2009), pp. 610-648.
- Goscha, Christopher E, and Christian F. Ostermann, eds., **Connecting Histories: Decolonization and the Cold War in Southeast Asia, 1945-1962** (Stanford: Stanford University Press, 2009).
- Kratoska, Paul H., "Dimensions of Decolonization," in Marc Frey, Ronald W. Pruessen and Tai Yong Tan, eds., **The Transformation of Southeast Asia: International Perspectives on Decolonization** (Armonk, N.Y.: M.E. Sharpe, 2003), pp. 3-22.
- Lindblad, J. Thomas, "The Economic Impact of Decolonization in Southeast Asia: Economic Nationalism and Foreign Direct Investment," in Marc Frey, Ronald W. Pruessen and Tai Yong Tan, eds., **The Transformation of Southeast Asia: International Perspectives on Decolonization** (Armonk, N.Y.: M.E. Sharpe, 2003), pp. 35-51.
- Charles Maier, "The End of Empire and the Transformations of the International System," in, Sarvepalli Gopal and Sergei L. Tikhvinsky, eds., **History of Humanity: Scientific and Cultural Development. Vol. VII. The Twentieth Century** (London: Routledge, 2008), pp. 21-55.
- Marr, David, "World War II and the Vietnamese Revolution," in Alfred W. McCoy, ed., **Southeast Asia under Japanese Occupation** (New Haven: Yale University Press, 1980), pp. 125-151.
- McIntyre, W. David, **British Decolonization, 1946-1997: When, Why, and How Did the British Empire Fall?** (New York: St. Martin's Press, 1998), pp. 79-99.
- Moore, Bob, "Indonesia: The Realities of Diplomacy," in Martin Thomas, Bob Moore and L. J. Butler, eds., **Crises of Empire: Decolonization and Europe's Imperial States, 1918-1975**, (London: Hodder Education, 2008), pp. 318-344.
- Moore, Bob, "Indonesia: The Politics of Delusion," in Martin Thomas, Bob Moore and L. J. Butler, eds., **Crises of Empire: Decolonization and Europe's Imperial States, 1918-1975** (London: Hodder Education, 2008), pp. 290-317.
- Schrecker, John, "Kiautschou and the Problems of German Colonialism," in **Germany in the Pacific & Far East, 1870-1914** ed. John A. Moses and Paul M. Kennedy (St. Lucia: University of Queensland Press, 1977), pp. 185-208.
- Smith, Tony, **The French Stake in Algeria, 1945-62**, (Ithaca, N.Y.: Cornell University Press, 1978), 19-30.

Stockwell, A.J. "British Imperial Policy and Decolonization in Malaya, 1942-52." **The Journal of Imperial and Commonwealth History** 13:1 (1984), pp. 68-87.

{**N.B. Short Paper Due, Email Submission, 9:00 am, Monday, December 13**}

• **WEEK 14 (December 14) – Dynamics of Imperial Decline: U.S. Global Power**

Required – Southeast Asia (111 pp.)

Kaplan, Robert D., "The Geography of Chinese Power," **Foreign Affairs** 89:3 (May/June 2010), pp. 22-41.

*McCoy, Alfred W., **In the Shadows of the American Century: The Rise and Decline of U.S. Global Power** (Chicago: Haymarket Books, 2017), pp. 61-79.

Reilly, Brett, "Cold War Transition: Europe's Decolonization and Eisenhower's System of Subordinate Elites," in **Endless Empire**, pp. 344-359.

Required – Global

Bankoff, Greg, "The 'Three Rs' and the Making of a New World Order: Reparation, Reconstruction, Relief, and the Making of U.S. Policy, 1945-1952," in **Endless Empire**, pp. 321-333.

Brendon, Piers, "Like Rome Before the Fall? Not Yet," **The New York Times**, 24 February 2010, <<http://www.nytimes.com/2010/02/25/opinion/25brendon.html?pagewanted=all>>

Go, Julian, "Entangled Empires: The United States and European Imperial Formations in the Mid-Twentieth Century," in **Endless Empire**, pp. 334-343.

Kagan, Robert, "Not Fade Away: The myth of American decline," **The New Republic**, February 2, 2012, <<http://www.newrepublic.com/article/politics/magazine/99521/america-world-power-declinism?page=0,0&passthru=ZDkyNzQzZTk3YWY3YzE0OWM5MGRiZmIwNGQwNDBiZml>>

*McCoy, Alfred W., "Beijing's Bid for Global Power in the Age of Trump: 'America First' Versus China's Strategy of the Four Continents," **TomDispatch** (New York), 21 August 2018, <<http://www.tomdispatch.com/blog/176460/>>.

McCoy, Alfred W., "Five Academics Who Unleashed the 'Demon' of Geopolitical Power," **TomDispatch** (New York), 2 December 2018 <<http://www.tomdispatch.com/blog/176502/>>.

*McCoy, Alfred W., **In the Shadows of the American Century: The Rise and Decline of U.S. Global Power** (Chicago: Haymarket Books, 2017), pp. 193-226.

*McCoy, Alfred W., “Imperial Illusions: Information Infrastructure and the Future of U.S. Global Power,” in **Endless Empire**, pp. 360-386.

*Pan, Philip, “China Rules: Part 1, The Land That Failed to Fail,” **The New York Times**, November 18, 2018, <<https://www.nytimes.com/interactive/2018/11/18/world/asia/china-rules.html>>

*Goodman, Peter and Jane Perlez, “China Rules: Part 3, Money and Muscle Pave China’s Way to Global Power,” **The New York Times**, November 25, 2108, <<https://www.nytimes.com/interactive/2018/11/25/world/asia/china-world-power.html>>

Recommended

Brendon, Piers, “For China, Will Money Bring Power?” **The New York Times**, 21 August 2010, <<http://www.nytimes.com/2010/08/22/opinion/22brendon.html?pagewanted=all>>

McCoy, Alfred W., “Beyond Bayonets and Battleships: Space Warfare and U.S. Global Power,” **Tom Dispatch**, 8 November 2012, <<http://www.tomdispatch.com/blog/175614/>>.

McMahon, Robert J., “The United States and Southeast Asia in an Era of Decolonization, 1945-1965,” in Marc Frey, Ronald W. Pruessen and Tai Yong Tan, eds., **The Transformation of Southeast Asia: International Perspectives on Decolonization** (Armonk, N.Y.: M.E. Sharpe, 2003), pp. 213-225.

III. ESSAY QUESTIONS:-

1.) After reading the Stern-Wallerstein debate about agency and labor in the European World System, examine the Philippines or another Southeast Asian nation under colonial rule to determine if circumstances there affirm or challenge Wallerstein’s models for labor.

2.) Applying Victor Lieberman’s criteria for the “early modern state,” explore whether the Spanish Philippines or the Netherlands Indies are, despite alien rule, examples of this kind of state formation.

3.) Compare and contrast the processes of social and economic change in the great, lowland deltas of Southeast Asia—the Rio Grande de Pampanga with either the Irrawaddy or the Mekong—explaining why these economic transformations produced peasant revolts.

4.) Using the theories of Scott and Wolff, analyze the rise of radical peasant movements in the Mekong Delta, Vietnam and Central Luzon, Philippines in the decades surrounding World War II.

5.) Using Anderson’s writing in “Imagined Communities,” compare the rise of nationalism in Indonesia and the Philippines.

- 6.) After reading James Scott's "Seeing Like a State," analyze the US colonial state in the Philippines and the Netherlands East Indies as instances of "high modernist" states.
- 7.) Drawing from most of James Scott's readings on the syllabus, compare the dynamics of peasant politics in the Philippines and another Southeast Asian nation—focusing on the conditions of rice tenancy, patron-client relations, everyday resistance, and open revolt.
- 8.) While flying to Manila for a state visit, President George W. Bush cited the Philippines as example for and justification of the US occupation of Iraq. Compare American colonial rule over the Philippines (1898-1946) with the post 9/11 US occupation of either Iraq or Afghanistan.
- 9.) Using one or more European empires as the basis for comparison, analyze the character of American colonialism in the Philippines, defining its key attributes and exploring what was distinctive about US rule.
- 10.) Using one of two pre-World War II European empires for comparison, analyze the character of US global dominion since 1945.
- 11.) Using the decline for one or two European maritime empires during the 19th and 20th centuries as point of comparison, speculate about the future of U.S. global dominion during the 21st century. Be sure to document both your analysis of empires past and projections about future trends until circa 2050.

IV. HOW TO WRITE A RESEARCH ESSAY—A THREE-STEP METHOD:-

1.) *STEP ONE—Reading & Research:*

a.) Sources/Research:

- 1.) All good essays begin with the three "Rs"—reading, research, and reflection.
- 2.) Like most essays, a History paper is a distillation of its author's reading and reflections upon the subject at hand. The quality of an essay's expression and analysis usually reflects the depth of its author's reading.

b.) How to Read for an Essay:

- 1.) Using the course syllabus, begin with a general text to get an overview of the problem.
- 2.) Using the syllabus or textbooks, select more specific sources.
- 3.) As you read, begin forming ideas in your mind about:
 - a.) an overall hypothesis, and;
 - b.) the evidence you need to support your argument.
- 4.) As you read, take notes, either on paper, or in the margin of a photocopy of the source. As you take notes, make sure you have all the bibliographic information for your source: author, title, place of publication, publisher, and relevant pages.

5.) Toward the end of your reading, draw up an outline of the essay. If you are missing sources for the argument you would like to present, then do additional reading.

c.) Citing Your Sources:

1.) Assuming three paragraphs per page, you should have at least one source or note per paragraph.

2.) Every idea that is not your own and every major body of data you use in your essay should be sourced. In particular, quotations must be sourced.

3.) Use endnotes or footnotes in the following format:

25. Alfred W. McCoy, ed., *Southeast Asia Since 1800* (Madison: University of Wisconsin Press, 1989), pp. 134–35.

4.) For a second, non-sequential citation of the same work a short citation:

27. McCoy, *Southeast Asia Since 1800*, pp. 77–78.

5.) If you are citing the same source in sequence, use *Ibid* for second citation.

27. McCoy, *Southeast Asia Since 1800*, pp. 77–78.

28. *Ibid.*, pp. 79–80.

29. *Ibid.*, pp. 80–81.

6.) For details, see, *The Chicago Manual of Style*, 16th Edition (Chicago: University of Chicago Press, 2010).

2.) *STEP TWO—Framing the Argument:*

a.) Outline: With your reading done, you are ready to outline your argument. Begin by articulating the single, central question you will ask and answer in the course of this paper. Next, write a one- or two-page outline of your essay with the basic components discussed below.

b.) Overall structure: Every essay, whether humanities or social science, has three basic elements—the problem/hypothesis, the evidence/argument, and the conclusion. To summarize very broadly, the *introduction* asks a question and poses a hypothesis, the *argument* arrays evidence to explore that hypothesis, and *the conclusion* reflects upon the original hypothesis in light of the evidence presented.

Of these three elements, the formulation of a hypothesis is, by far, the most difficult. In your opening paragraph, try to stand back from the mass of material you have read and articulate a thesis, which in most History essays usually analyzes *causality* (why events occurred) or *consequence* (the particular import of an event or a pattern of events). Then identify the factors, topics, or elements that you will explore to test your thesis. Ideally, these factors should serve as an agenda for the topics that you will explore in the next section of your essay, the evidence/argument.

By the time you start writing, you should be able to summarize your argument in a first sentence for the essay akin to the following formulation: “By applying A to B, the essay will explore/explain C.” For example, an essay on the Tet Offensive might

begin: “By exploring the media coverage of the Tet Offensive, it becomes apparent that a clear U.S. military victory became transformed, in the mind of the American public, into a major political defeat.” Please note: Not only has this sentence articulated an argument, but it also identified the key components or factors that will be used to structure the essay: i.e. media, military operations, and political defeat. Here are some further reflections on each of these sections:

- 1.) The Problem: In your introduction, state the problem clearly.
 - a.) If necessary, you should give your definition of any key terms that require a specific usage (e.g., “revolution”).
 - b.) In stating your problem, refer to the literature in the syllabus.
 - c.) A standard and often effective device is to identify two differing schools of thought about a single problem and offer resolution.
 - d.) Make sure you are examining the main point, not a secondary or side issue.

- 2.) The Evidence: In the middle part of your essay, you must present evidence—through an analytical intertwining of events and factors—to deal with the problem posed at the beginning of your essay. Be specific. Give the reader a brief narrative of an event grounded in some statistical or anecdotal evidence.

- 3.) The Conclusion: In the final page or two of your essay, reflect on the problem as stated in the introduction in light of the evidence you presented in the middle part of the essay. In this section, you can also reflect on your findings, considering issues that essay did not address sufficiently or reflecting on the limitations of your argument.

c.) Level of Argument: Some students produce papers that fill all the demands of the format but do not produce an argument that fully engages the problem.

- 1.) Drawing upon reading and lectures, try to frame an argument that seems to address the question in the most direct and significant manner possible, drawing the most convincing possible evidence to support the case you are making.
- 2.) By reading several sources with diverse viewpoints and reflecting on the authors’ approaches, you can define an appropriate question and level of analysis.

d.) Nature of History Questions: In courses such as this one, History involves the study of change in large-scale human communities, societies and nations, over time. In general, History essays ask you to understand or explain two aspects of change—events and their causes or, simply, what happened and why it happened. Thus, most History questions ask you to explain elements of the following:

- 1.) In a limited period of time, explain the factors underlying a given event. Why did that event happen?
- 2.) Explain the impact that an event, such as a war or revolution, had upon a human community within a period succeeding the actual event.
- 3.) Over a longer period of time, explain how and why complex communities changed in a given way.

3.) *STEP THREE—Writing the Essay:*

a.) Procedure:

- 1.) Write an outline, in bullet-point format, of about 2 pages for a 10- to 15-page essay. Each projected paragraph in the essay should be a line in your outline.
- 2.) Following your outline, write a first draft taking care to introduce transitional clauses or sentences that allow the reader to follow your argument paragraph by paragraph.
- 3.) Reading aloud to yourself, if necessary, edit the prose and produce a second draft.

b.) Sentences:

- 1.) Each sentence should be a complete sentence with subject, verb, and direct object.
- 2.) Vary your sentences to include short periodic sentences, simple compound sentences, compound sentences with clauses in apposition, and longer sentences communicating detail.

c.) Paragraphs:

- 1.) Start each paragraph with a “topic sentence”—that is, a periodic or compound sentence stating the basic message of this particular paragraph.
- 2.) Varying your sentence structure, elaborate and expand this theme into a fully developed paragraph.
- 3.) Within the paragraph, try to link some of your sentences with words such as “similarly,” “moreover,” and “however” so that they flow from one sentence to another.
- 4.) Paragraphs should not be too long. If you need a rough guide, have 3 paragraphs to a page with 8 to 10 lines in each.

d.) Aspire to style:

- 1.) Ideally, there should be a rhythm to your writing. Sensitize your mind’s ear to the rhythms of your prose, making your writing an expression of your inner voice.
- 2.) As in all forms of discourse, there is an appropriate style for an academic essay somewhere between the chatty colloquial and the overly formal.

V. TERMS & CONDITIONS:

Students' Rules Rights, & Responsibilities:

During the global COVID-10 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

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:

Students 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.

Students 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.