



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
“BENJAMIN FRANKLIN”

Course	Global Issues: Decolonization in the Twentieth Century
Program, semester, year	International Studies Program, Spring 2023
Credits ECTS	3 USA
Instructor's full name and email	Dr. Carmen Neysa Rodríguez Pontifical Catholic University of Puerto Rico neysa_rodz@pucpr.edu
Block dates (days and time)	Block 1: January 12 – February 1
Classroom	
Class hours	45
Tutorials	
Requirements	
Language of instruction	English
Type of teaching	In person (with online sections in Blackboard)

INTRODUCTION

History is not just a class. History is life. Who we are, how we got here, what is our purpose in life are some of the questions that almost every human being asks him or herself. Studying History is one of many ways to understand life and to find answers to such difficult questions.

Decolonization in the twentieth century is one of the most important topics of discussion in the academia. It represents one more step in the quest towards achieving human rights. Equality is the foremost representation of human dignity. However, it has been demonstrated, since the dawn of civilizations, that some peoples exert their power over others, claiming their superiority. Thus, life itself has been a struggle among human beings in search for fairness and equal opportunities for all.

This course analyzes the concepts of Modern imperialism and colonialism as exerted by few European nations in Africa, Asia, Oceania and the Americas since the 15th century. It traces the effects of imperialism and colonialism in the European colonies. Ultimately, it explores the historical development of the former European colonies as a result of the decolonization process fostered by the United Nations after 1945.

Students will select a case study of their preference for individual research. They must be curious and inquisitive. They must use digital technology and all other available sources to search for those specific topics of interest which will help them understand life in their present time. Decolonization is a global issue, thus it affects us all.

COURSE DESCRIPTION

An analysis of the historical development of the former European colonies as a result of the decolonization process fostered by the United Nations after 1945. Students will select a case study for individual research.

OBJECTIVES

- Understand the concepts of Modern imperialism and colonialism.
 - Study the causes of European imperialism and colonialism in two stages: 15th to 18th centuries, and 19th and 20th centuries.
 - Identify the European colonies in America, the Caribbean in the 15th to 18th centuries.
 - Identify the European colonies in Africa, Asia and Oceania in the 19th and 20th centuries.
 - Acquaint with the term "The Scramble for Africa".
- Trace the effects of imperialism and colonialism in the European colonies.
 - Analyze the impact of the Enlightenment in the Atlantic Revolutions of the 18th and 19th centuries.
 - Compare cultural changes in colonies acquired by European nations in Africa, Asia and Oceania.
 - Assess the impact of World War I and World War II to end European empires and colonialism.

- Study the origins and purpose of the United Nations in 1945.
 - Analyze the decolonization agenda of the UN.
 - Evaluate the first cases attended by the UN on decolonization.
- Assess the global impact of the UN decolonization process.
 - Identify the origins, components, and development of The Commonwealth of Nations.
 - Determine the scope of freedom attained by other former European colonies after 1945.

COMPETENCES

General Competences (GC):

GC1: Develop critical, creative, and analytical thinking.

GC2: Enhance multicultural sensibility towards a global community.

GC3: Identify research sources and technological techniques to enhance personal and professional skills.

Specific Competences (CE):

SC1: Apply knowledge and acquired competences to generate further knowledge.

SC2: Become stimulated to create initiatives and propose actions for social change.

SC3: Assess the importance and impact of the United Nations towards the development of a better world.

METHODOLOGY

The course will be taught as theory and practice. The professor will lecture to introduce a topic of study. This topic will be discussed by professor and students each day. Specific readings and visual materials, printed and digital, will be assigned to students. Every student must prepare a summary of each reading to be able to participate in daily oral discussions in class. Specific assignments, small projects, field trips and oral presentations will be required. Critical, creative, and analytical thinking will always be encouraged. A final project will assess research skills and topic comprehension.

PREPARATION FOR CLASS

Students must be prepared for class discussions daily. For this, they must do the readings and study any multimedia and other assigned material. Students must summarize important points (*whatever catches your attention while in the process*) either on paper or digitally. These "notes" taken by each student after each reading or viewing is ½ of the material that the student will use to participate in class. The other half is what comes from his/her mind as a result of analyzing and interpreting facts and opinions. Class participation accounts for 20% of the final grade.

EVALUATION

Good education requires to take into consideration that every person listens, talks, analyzes and interprets facts and opinions differently. This is why this course has a wide range of activities as means for evaluation. Most importantly, students must be active participants. They must engage in class discussions at all times. This will demonstrate their critical thinking. Then, students must show academic discipline. Therefore, they

must do assignments, projects, and oral presentations as a result of studying daily assigned material or through research. One comprehensive exam and one final project will measure cognition, research and writing skills. Finally, since academic ventures must be enjoyed, activities and field trips will also be accounted as learning experience.

The evaluation of this course is as follows:

CLASS PARTICIPATION (7)	10 pts. ea.	70 pts.	20 %
ASSIGNMENTS (4)	25 pts. ea.	100 pts.	20 %
COMPREHENSIVE EXAM (1)	100 pts.	100 pts.	10 %
CLASS PROJECT (2)	25 pts.	50 pts.	10 %
ORAL PRESENTATION (1) 50 pts.	50 pts.	50 pts.	10 %
ACTIVITIES AND FIELD TRIPS (3)	25 pts. ea.	75 pts.	10 %
RESEARCH PAPER/ FINAL PROJECT (1)	100 pts.	100 pts.	20 %

Plagiarism:

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

ATTENDANCE

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

STUDENTS WITH SPECIAL NEEDS

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

USE OF BLACKBOARD

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also, teachers can have materials, forums, etc. in the virtual classroom even if they don't teach the class virtually. For more information about using it contact Antonio Fernández: antonio.fernandezm@uah.es

CLASS TOPICS

- Module 1. Imperialism/Colonialism: Analysis of concepts
- Module 2. European empires and colonies 1492-1870
- Module 3. European empires and colonies 1870-1945
- Module 4. The United Nations and decolonization, 1945-Present
- Module 5. Decolonization in America and the Caribbean
- Module 6. Decolonization in Africa, Asia, and Oceania

CLASS SHCEDULE

MONTH: JANUARY, 2022		
BLOCK: 1 January 12 – February 1, 2022		
DAYS	CLASS SCHEDULE	ASSIGNMENTS
Thursday, Jan 12 First Day (3 hrs.)	Introduction. Syllabus.	Class participation (1) 10 pts.
Monday, Jan 16 Class 1 (3 hrs.)	Module 1. Imperialism/Colonialism: Analysis of concepts	Class participation (2) 10 pts.
Tuesday, Jan 17 Class 2 (3 hrs.)	Module 2. European empires and colonies 1492-1870	Class participation (3) 10 pts.
Wed., Jan 18 Class 3 (3 hrs.)	Module 3. European empires and colonies 1870-1945	Class participation (4) 10 pts. Assignment (1) 25 pts.
Thursday, Jan 19 Class 4 (3 hrs.)	Exam 1	Exam 1 100 pts.

Monday, Jan 23 Class 5 (3 hrs.)	Module 4. The United Nations and decolonization, 1945-Present	Class project (1) 25 pts.
Tuesday, Jan 24 Class 6 (3 hrs.)	Module 4. The United Nations and decolonization, 1945-Present	Class participation (5) 10 pts. Assignment (2) 25 pts.
Wed., Jan 25 Class 7 (3 hrs.)	Module 5. Decolonization in America and the Caribbean	Class participation (6) 10 pts. Assignment (3) 25 pts.
Thursday, Jan 26 Class 8 (3 hrs.)	Module 6. Decolonization in Africa, Asia, and Oceania	Class participation (7) 10 pts. Assignment (4) 25 pts.
Monday, Jan 30 Class 9 (3 hrs.)	Module 6. Decolonization in Africa, Asia, and Oceania	Oral Presentations 50 pts.
Tuesday, Jan 31 Class 10 (3 hrs.)	Work on Final Project in class	Class project (2) 25 pts.
Wed., Feb 1 Class 11 (3 hrs.)	Research Paper/ Final Project	Final Project 100 pts.
Activity/Field Trip 1 Class 12 (3 hrs.)	TBD	Written or multimedia report 25 pts.
Activity/Field Trip 2 Class 13 (3 hrs.)	TBD	Written or multimedia report 25 pts.
Activity/Field Trip 3 Class 14 (3 hrs.)	TBD	Written or multimedia report 25 pts.

Note: Class schedule and activities are subject to change.

BIBLIOGRAHY

General resources:

Maps in time, from 1900 to 2000. United Kingdom: The National Archives,
<https://www.nationalarchives.gov.uk/cabinetpapers/documents/maps-in-time.pdf>
 Selected readings from: Council on Foreign Relations. About World 101. <https://world101.cfr.org/about-us>
 United Nations. <https://www.un.org/en/>

Module 1. Imperialism/Colonialism: Analysis of concepts

Reading: Stuchtey, Benedickt. Colonialism and Imperialism, 1450-1950. European History Online. <http://ieg-ego.eu/en/threads/backgrounds/colonialism-and-imperialism>

Video: Drishti IAS. "Differences between Imperialism & Colonialism." October 10, 2020. (22:20 min.).

<https://www.youtube.com/watch?v=O0HujE5YS-8>. A general and specific explanation of both concepts. Good introduction to the topic.

Video: Hunt, Rachel. "Colonialism and Imperialism." October 10, 2016. (7:56 min.).

<https://www.youtube.com/watch?v=x4DpXd5US9c> A more specific explanation of concepts with examples.

Module 2. European empires and colonies 1492-1870

Reading: Daudin, Guillaume, Kevin O'Rourke and Leandro Prados de La Escosura. Trade and Empire, 1700-1870.

[2008], 2021. hal-03459838. <https://hal-sciencespo.archives-ouvertes.fr/hal-03459838/document>

Video: "European Colonial Empires 1492-2008." January 21, 2013. (1:00 min.)

https://www.youtube.com/watch?v=ihD3__Nm8qA A Historical timeline of territories colonized by European powers, the United States and Japan.

Video: "European conquest of America - Summary on a Map." Geo History. March 17, 2021. (17:37)

<https://www.youtube.com/watch?v=er4CMhp6hqC> Colonization from the discovery by Christopher Columbus until the end of the Seven Years' War (1763).

Module 3. European empires and colonies 1870-1945

Reading: Daudin, Guillaume, Matthias Morys and Kevin H. O'Rourke. "Europe and Globalization, 1870-1914." Paris, France: Observatoire Française des Conjonctures Économiques, June, 2008.

https://www.researchgate.net/publication/5022315_Europe_and_Globalization_1870-1914

Reading: Wadsworth, Phil and Patrick Walsh-Atkins. *Cambridge International AS Level History International History, 1870–1945*, Chapter 1: Empire and the Emergence of World Powers 1870–1919. United Kingdom, 2021.

http://assets.cambridge.org/97811084/59327/excerpt/9781108459327_excerpt.pdf

Reading: "Social Darwinism". Encyclopedia Britannica. <https://www.britannica.com/topic/social-Darwinism>

Reading: Falk, Dan. "The Complicated Legacy of Herbert Spencer, the Man Who Coined 'Survival of the Fittest'." Smithsonian Magazine, April 29, 2020. <https://www.smithsonianmag.com/science-nature/herbert-spencer-survival-of-the-fittest-180974756/>

Video: Merrick, A.J. "A Brief History of The Scramble for Africa." October 26, 2019. (10:33 min.)

<https://www.youtube.com/watch?v=PzF88HBlAHY> Explains the European Scramble and Partition of Africa.

Video: "Alternative History of Italy | 1870 – 2023". Europe Mapper. June 19, 2022. (15:16 min.)

<https://www.youtube.com/watch?v=RixbKCOFaMI>

Video: Alternative history of Germany, Danske Imperium (1860-2022). Finnish Mapping. (16.53 min.)

<https://www.youtube.com/watch?v=QIZPT6vcDek>

Module 4. The United Nations and decolonization, 1945-Present

Selected readings from: The United Nations and Decolonization. <https://www.un.org/dppa/decolonization/en>

Reading: "How Did Decolonization Reshape the World?" Council on Foreign Relations. About World 101.

<https://world101.cfr.org/historical-context/global-era/how-did-decolonization-reshape-world>

Reading: "North Atlantic Treaty Organization (NATO), 1949." United States of America: Department of State, Office of the Historian. <https://history.state.gov/milestones/1945-1952/nato>

Reading: The Commonwealth of Nations." <https://thecommonwealth.org/our-member-countries>

Video: United Nations. "United Nations and Decolonization: Past to Present." October 21, 2021. (6:52 min.)

<https://www.youtube.com/watch?v=yIlg061CTxvs>

Video: "The Queen's 54 Countries: Commonwealth of Nations Explained." April 14, 2020. (5:44 min.)

<https://www.youtube.com/watch?v=gVj1VdJwsfc>

Module 5. Decolonization in America and the Caribbean

Reading: "Decolonization of the West Indies." Encyclopedia Britannica. <https://www.britannica.com/place/West-Indies-island-group-Atlantic-Ocean/Decolonization>

Reading: Boyer, William W. The United States Virgin Islands and Decolonization of the Eastern Caribbean." *The Review of Regional Studies*. <https://rrs.scholasticahq.com/api/v1/articles/9706-the-united-states-virgin-islands-and-decolonization-of-the-eastern-caribbean.pdf>

Video: "Here's how the Caribbean became the most Racially Diverse Region in the World." Masaman. (13:57 min.)

<https://www.youtube.com/watch?v=fAZBLzWCUBU>

Video: "Why Puerto Rico is not a US State." Vox. January 25, 2018. (3:55 min.)
<https://www.youtube.com/watch?v=8EOxtY3M6Co>

Module 6. Decolonization in Africa, Asia and Oceania

Reading: "Decolonization of Asia and Africa, 1945–1960". United States of America: Department of State, Office of the Historian. <https://history.state.gov/milestones/1945-1952/asia-and-africa>

Reading: Yarina, Lizzie. "Microstatecraft: Sovereignty as Currency for Oceania's Island States." *informa* 12: 216–231. <https://revistas.upr.edu/images/informa/2020/v12/art4.pdf>

Video: "History of Indonesia." Knowledgia. November 7, 2020. (11:14 min.)
<https://www.youtube.com/watch?v=PA7gFnYfBqo>

Video: "Gandhi - Human Rights Activist." Biography. June 23, 2015. (3:34 min.)
<https://www.youtube.com/watch?v=ept8hwPQQNg>

Video: "Nelson Mandela, Anti-Apartheid Activist and World Leader." Biography. February 9, 2018. (4:18 min.)

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Andrews, Kehinde. *The New Age of Empire: How Racism and Colonialism Still Rule the World*. New York, New York, USA: Old Type Books, 2021.

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Cain, P.J. and A.G. Hopkins. *British Imperialism, 1600-2015*. New York, New York, USA: Routledge, 2016.

Callinicos, Alex. *Imperialism and Global Political Economy*. Cambridge, United Kingdom: Policy Press, 2009.

Captivating History. *The Portuguese empire: A Captivating Guide to the History of Portugal as a Colonial power and its Colonies in Asia, North and South America, and Oceania*. Captivating History, 2022.

Elkins, Caroline. *Legacy of violence: A History of British Empire*. New York, New York, USA: Knof, 2022.

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Headrick, Daniel. *Power over Peoples: Technology, Environments, and Western Imperialism, 1400 to the Present*. Princeton, New Jersey, USA: Princeton University Press, 2012.

Hung, Ho-Fung. *City on the Edge: Hong Kong under Chinese Rule*. Cambridge, United Kingdom: Polity Press, 2022.

Jauhari, Alka. *Africa's Journey: From Colonialism to New Imperialism*. New York, New York, USA: Lang, 2022.

Kohlui, Atul. *Imperialism and the Developing World: How Britain and the United States Shaped the Global Periphery*. Oxford, United Kingdom: Oxford University Press, 2021.

Manhapra, Kris. *Colonialism in Global Perspective*. Cambridge, United Kingdom: Cambridge University Press, 2020.

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Phillips, Andrew and J.C. Sharman. *Outsourcing Empire: How Company-States Made the Modern World*. Princeton, New Jersey, USA: Princeton University Press, 2020.

Reinhart, Wolfgang. *A Short History of Colonialism*. Manchester, United Kingdom: Manchester University Press, 2011.

Sen, Sunanda and Maria Cristina Marcuzzo, eds. *The Changing Face of Imperialism: Colonialism to Contemporary Capitalism*. New York, New York, USA: Routledge, 2019.

Zimmerman, Warren. *First Great Triumph: How Five Americans Made their Country a World Power*. New York, New York, USA: Farrar, Straus and Giroux, 2002.

Part II – Decolonization in the Twentieth Century

- Bayly, C.A. *Remaking the Modern World 1900 - 2015: Global Connections and Comparisons*. Malden, Massachusetts, USA: Blackwell Publishing, 2018.
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- Charles Rivers Editors. *The Colonization and Decolonization of Africa: The History and Legacy of European Imperialism across the African Continent*. Independently Published, 2019.
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- Zaalberg, Thijs Brocades and Bart Luttikhuis, eds. *Empire's Violent End: Comparing Dutch, British, and French Wars of Decolonization, 1945–1962*. Ithaca, New York, New York, USA: Cornell University Press, 2022.

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