**HUMANITIES CORE**

**Professor Linda Vo**

**WEEK 4a: Manifest Destiny in the Philippines**

**WEEK 4b: Capital, Labor & Empire**

**Spring 2017**

**DISCUSSION QUESTIONS FROM LECTURES AND READINGS**

1. How are the concepts of Manifest Destiny and expansion on the Western frontier extended across the Pacific, namely into the Philippines? How does racialization shape ideologies regarding military conquest and economic accumulation domestically and internationally?
2. What rationalize is used to justify the cultural, economic, educational, and political, religious, and social benefits of colonialism? In what ways is colonization presented as beneficial for the colonized? In what ways is colonization presented as beneficial for the colonizers?
3. Think through the political implications of convincing Americans to support the economic costs of imperialism and trying to civilize native populations. What are the contradictions of depicting how “inferior” these populations are, but also arguing that they are worthy or capable of being incorporated into the nation?
4. What is the “white man’s burden” and how are religious beliefs, racial hierarchies, and power relations infused into the civilizing mission in the Philippines?
5. Contrast the views and motives of the imperialists/expansionists to the anti-imperialists/anti-colonialists. Analyze the differing views on moral duty or obligation, benevolent assimilation, and progress.
6. Critique the struggles for national independence or the anti-colonial movement in the Philippines and how this contrasts with the goals of building an American empire. In these racial contact zones, what are the consequences of unequal relations of power?
7. What are the contradictions of using force or state violence against a nation to colonize it and then attempting to teach that nation about the principles of democracy and freedom? Likewise, what are the contradictions of exporting democracy and freedom abroad when issues of equality are still unresolved at home?
8. In the political cartoons, why are babies or children used to represent countries or people from colonized countries? What message does this also convey about how these colonized peoples or nations should be treated?
9. In the political cartoons, examine the imagery that is used to represent “America” and “Uncle Sam” and what this says about ideologies of democracy, patriotism, and moral uplift.
10. Examine the caricatures or exaggerated features used in drawing people in these cartoons. How is superiority and inferiority represented in these images? Notice in the political cartoons the similarities and differences in the ways that caricatures representing different nations are drawn and why is this significant?
11. During the colonial era, Filipinos were presented with choices, such as education versus military force and religious conversion versus military force. Consider how religion and education are intertwined in the process of introducing U.S. colonial subjects to “civilization,” and what does this mean for a nation that endured Spanish colonization for 300 years.
12. In what ways did the 1904 St. Louis World’s Fair attempt to represent Filipinos and how could the exhibition be used as justification for and against U.S. imperialism in the Philippines?
13. What role can photography and visual imagery play in creating or reinforcing racial perceptions and justifications for empire?
14. What is the connection between U.S. empire in the Philippines and the recruitment of Filipino nationals as laborers and students in the U.S.?
15. What factors affected how Filipino students, laborers, and military personnel were perceived and treated in the U.S.? How did being a colonial subject affect their citizenship status?
16. What is the legacy of U.S. imperialism in the Philippines and how does it shape current Filipino migration patterns?