**HUMANITIES CORE**

**Professor Linda Vo**

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

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

**Spring 2019**

**DISCUSSION QUESTIONS FROM LECTURES AND ASSIGNMENTS**

1. How do the concepts of Manifest Destiny and expansion on the Western frontier extend across the Pacific, namely to the Philippines? How does racialization shape ideologies regarding military conquest and economic accumulation domestically and internationally?
2. What rationale is used to justify the cultural, economic, educational, political, religious, and social benefits of colonialism? In what ways is colonization presented as beneficial for the colonized? How is the concept of benevolent assimilation presented as justification for colonization? 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 to “civilize” native populations on another continent. What are the contradictions of depicting how “inferior” these indigenous populations are, but also arguing that they are worthy or capable of being incorporated into the nation-state?
4. What is the “white man’s burden” and how are religious beliefs, racial hierarchies, and power relations infused into the U.S. civilizing mission in the Philippines? Consider the impact of 300+ years of Spanish colonization on 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 uplift, 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, freedom, and self-governance? 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 symbolizes about ideologies of democracy, patriotism, and moral uplift. How is satire used and are the political cartoons supporting or endorsing US imperialism OR are they critiquing or mocking US imperialism?
10. Examine the caricatures or exaggerated features used in drawing people in the 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 racial conflation significant?
11. During the colonial era, Filipinos/x 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 this means for a nation that endured Spanish colonization for 300+ years.
12. In what ways did the 1904 St. Louis World’s Fair attempt to present Filipinos/x and how could these human exhibitions be used as justification for or against U.S. imperialism in the Philippines?
13. What role can imagery or visual narratives, such as ethnographic photography and archives, play in creating or reinforcing racial (mis)perceptions and also be employed as justification for empire?
14. What is the connection between U.S. empire and capitalism and the recruitment of Filipino/x nationals as laborers and students in the U.S.? How are U.S. empire and immigration policies connected to the recruitment of nurses and those in related professions?
15. What factors affect how Filipino/x students, laborers, and military personnel are recruited, perceived, and treated in the U.S.? How does being a colonial subject or U.S. national affect their citizenship status?
16. How did Filipino/x Americans mitigate or counter the racial oppression or discrimination they experienced? How did their actual experiences differ from what they were taught about U.S. democracy?
17. What are the legacies or vestiges of U.S. imperialism in the Philippines and how does it shape current Filipino/x migration patterns?
18. According to John Blanco, what are the interconnections between U.S. imperialism in the Philippines and forms of state interventions within the U.S.? How are processes of racialization at home and abroad interlinked?