**Essay Format (600 Words)**

**Student Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (First & Last Name)**

**Period: \_\_\_\_\_**

**Write the number of words that is used in the essay \_\_\_\_\_\_\_\_\_\_\_\_/600 (Must *write the number of words used in the essay). Stay within 10 (+/-) of the 600 words to get a good grade.***

**Do not write on the check list below. It will be used by the teacher.**

**Put the Essay in the following order**   
1. \_\_\_\_Check List Page =**20 Points**  
2. \_\_\_\_Cover Page (APA format – Aligned to the center) = **10 Points**  
3. \_\_\_\_Introduction (One complete paragraph with 100 words) = **60 points**  
4. \_\_\_\_ Body (3-4 Complete paragraphs with 400 words) = **100 Points**  
5. \_\_\_\_Conclusion (One complete paragraph with 100 words) = **50 Points**  
6. \_\_\_\_ Reference Page (Aligned to the top) = **20 Points**

9. **Format** (Use the correct format below) = **40 Points Total**

\_\_\_\_Times New Roman (10 Points)

\_\_\_\_Space 1 ½ (10 Points)

\_\_\_\_Font Size 12 Do not use different font sizes for sub-headings.(10 Points)

\_\_\_\_\_ Used 600 words (must write the number on top) 10 Points

**Total Points \_\_\_\_\_\_\_\_\_/300**

***Important Note: It is the student’s responsibility to type and print this assignment. Students that do not have a computer and printer at home will need to make time (student’s own time and not during class time) to go to the computer lab or library to type and print this assignment. The instructor will not allow a student to go to the lab or library to print their work on the day the assignment is due. No exceptions!***

Student’s Full Name (Example: Joe Smith)

Title of Debate (Example: Abortion – Pro/Con)

Knight High School

Period (Example: Period 1)

Date (Example: November 14, 2017)

**Introduction**

Imperialism has been the most powerful force in world history over the last four or five centuries, carving up whole continents while oppressing indigenous peoples and obliterating entire civilizations. Yet, it is seldom accorded any serious attention by our academics, media commentators, and political leaders. When not ignored outright, the subject of imperialism has been sanitized, so that empires become “commonwealths,” and colonies become “territories” or “dominions.” Imperialist military interventions become matters of “national defense, national security, and maintaining stability” in one or another region. This essay will look at imperialism for what it really does to other countries.

**Body**

The earliest victims of Western European imperialism were other Europeans. Some 800 years ago, Ireland became the first colony. It later became part of the British Empire. A part of Ireland still remains under British occupation. Other early Caucasian victims included the Eastern Europeans. The people Charlemagne worked to death in his mines in the early part of the ninth century were Slavs. So frequent and prolonged was the enslavement of Eastern Europeans that "Slav" became synonymous with servitude. Indeed, the word "slave" derives from "Slav." Eastern Europe was an early source of capital accumulation, having become wholly dependent upon Western manufactures by the seventeenth century.

**Body**

A particularly pernicious example of intra-European imperialism was the Nazi aggression during World War II, which gave the German business cartels and the Nazi state an opportunity to plunder the resources and exploit the labor of occupied Europe, including the slave labor of concentration camps. The preponderant thrust of the European, North American, and Japanese imperial powers has been directed against Africa, Asia, and Latin America. By the nineteenth century, they saw the Third World as not only a source of raw materials and slaves but a market for manufactured goods. By the twentieth century, the industrial nations were exporting not only goods but capital, in the form of machinery, technology, investments, and loans. To say that we have entered the stage of capital export and investment is not to imply that the plunder of natural resources has ceased. If anything, the despoliation has accelerated.

**Body**

Of the various notions about imperialism circulating today in the United States, the dominant view is that it does not exist. Imperialism is not recognized as a legitimate concept, certainly not in regard to the United States. One may speak of "Soviet imperialism" or "nineteenth-century British imperialism" but not of U.S. imperialism. A graduate student in political science at most universities in this country would not be granted the opportunity to research U.S. imperialism, on the grounds that such an undertaking would not be scholarly. While many people throughout the world charge the United States with being an imperialist power, in this country persons who talk of U.S. imperialism are usually judged to be mouthing ideological blather. Emperors and conquistadors were interested mostly in plunder and tribute, gold and glory. Capitalist imperialism differs from these earlier forms in the way it systematically accumulates capital through the organized exploitation of labor and the penetration of overseas markets.

**Conclusion**

Capitalist imperialism invests in other countries, transforming and dominating their economies, cultures, and political life, integrating their financial and productive structures into an international system of capital accumulation. A central imperative of capitalism is expansion. Investors will not put their money into business ventures unless they can extract more than they invest. Increased earnings come only with a growth in the enterprise. The capitalist ceaselessly searches for ways of making more money in order to make still more money. One must always invest to realize profits, gathering as much strength as possible in the face of competing forces and unpredictable markets.

**References**

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