

HISTORY 360.01E Themes in World History: British Empire

Spring 2013

TR 9.30 – 10.45 pm

SS 150

Instructor: Prof. Kuracina

Office location: Ferguson Social Sciences 104

Office hours: Tuesday, 3.00 pm to 5.00 pm; Thursday 3.00 pm to 6.00 pm; *and by appointment*

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COURSE INFORMATION

Course Materials:

Books: Readings have been prepared and will be distributed. These are a blend of primary and secondary materials that complement lectures and provide the foundations for classroom discussions.

Note 1: It is imperative that you complete the assigned readings; the material contained therein will drive classroom discussion, a very crucial course requirement. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester.

Note 2: Suggested & supplemental reading list: Although this course does not assign books for reading assignments, students interested in supplemental reading to better digest the content may discuss possible titles with the instructor. For example, David Cannadine's *Rise and Decline of the British Empire* (not in the book store, but available for purchase anywhere online) might prove useful. Additionally, Dennis Judd's *Empire* (also available online) can be used as a supplemental "textbook" for this course; it relates much of the content covered in class and, in some instances, delves into greater depth than that discussed in class.

Course description:

A study of the themes which influenced all human cultures from the earliest times to the present, considered within the context of a comparative framework. Such themes as the impact of technological change on society, the development of means of economic exchange and the structure of religious and ideological systems will be examined.

Note: May be repeated for credit up to nine semester hours as topics change.

Prerequisite and/or Co-requisite Majors: HIST 253. *Non-Majors:* may enroll with the instructor's consent.

This course considers the history of the rise and expansion of the British Empire in the eighteenth and nineteenth centuries, focusing mostly on Asia and Africa. It explores social and cultural implications of military conquest, economic exploitation, colonial rule and imperial policy. It begins with the construction of British rule in India (1757–1857), leading to the establishment of the British Raj as the cornerstone of a global empire stretching from the Straits of Gibraltar to the Straits of Malacca. This course also explores how ideas, policies and practices of imperialism were introduced into parts of the African continent during the period of European expansion and investigates some of the ways these affected indigenous society. Students will examine how the ideology of empire and colonial expansion was sustained over some three hundred years of history, what its relationship was to the notion of Englishness and the idea of a Greater Britain, and how empires were represented by rulers for themselves and for those they sought to rule.

Student Learning Outcomes:

By the end of the semester, students should be able to:

- Identify and/or explain various British attitudes towards colonial peoples
- Explain the nature of liberal imperialism

COURSE REQUIREMENTS

Instructional, Methods, Activities Assessments:

Attendance policy: Students are expected to attend every class session; attendance will be taken. Each unexcused absence beyond two (2) instances will result in a 10% reduction in the attendance grade; excessive unexcused absences (more than 4) may be cause for a failing grade in this course, at the instructor's discretion.

Students should inform the instructor if there is a legitimate reason (e.g., illness or emergency) for missing an exam. Students should contact the instructor within 48 hours of the missed exam to schedule a make-up; failure to do so may forfeit the possibility of making up the exam. Non-documented excuses are not generally acceptable, but can be accepted at the instructor's discretion. If you must travel on school business (with an athletic team or for another reason), then let me know ahead of time.

Students are expected to do the reading as noted in this syllabus and to be prepared to participate in classroom discussions. Occasional in-class writing assignments or short quizzes may be assigned and will contribute towards your participation grade; these may not be made up. Although lectures, readings and discussions will overlap significantly, the readings will also include materials that may not be covered in class; nevertheless, students are responsible for all content covered in reading assignments.

Participation: You are encouraged to bring questions with you to class and to interrupt lecture to ask your questions should some point require further explanation. Students are expected to create and sustain an open intellectual classroom environment which fosters discussion – students should listen to each others' comments and questions with an open mind and to respect viewpoints other than their own. Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong." Your participation grade will be based on the following criteria:

- A = Student is always prepared; makes frequent voluntary contributions to classroom discussion
- B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on
- C = Student is usually prepared but rarely voluntarily speaks
- D = Student is generally unprepared and does not contribute to discussion
- F = Student is unprepared and appears disinterested in contributing to discussion

Discussion and participation: this course is intended to move beyond lectures of content into a general assessment of the significance of precise moments and the integration of these moments into a broader historical context. Generally class discussion will be steered by a series of guided questions that are designed to enable students to draw their own conclusions about the significance of each moment or movement. Additionally, students are strongly encouraged to introduce points for discussion into classroom sessions.

Assignments: There are two main objectives to this course: 1) to provide students with a fundamental understanding of the material by covering the basic content; and 2) to afford students opportunities to interpret the history in response to more general historiographical questions. Consequently, this course will explore selected moments in

world history to enable students to better analyze these events in the context of larger themes that bind them together. This process involves both in-class discussion and a more standardized analysis through written assignments.

Exams: students in this class are not expected to merely learn history, but to *do* history; consequently, students will write a comprehensive historiography paper on a topic of his/her choice associated with this course's broad theme. This assignment will be due at the end of the third quarter of the semester; we will determine the specific due date later in the semester. A complete exam will be approximately 3–5 pages in length (including text and notes but excluding the bibliography and title page). The exam essays must use footnotes according to Turabian style. The text must be double-spaced, the pages must be numbered, all margins will be set at 1 inch and the paper should be written in Times New Roman 12pt or its equivalent. Exam essays may not be submitted in more than one class and must be completed individually—no group work will be permitted. Students are encouraged to discuss potential essay responses with the instructor prior to the due date, however no partial or draft answers will be accepted for review prior to the due date.

Exams will be graded according to the following criteria:

- Compliance with the assignment
- The presence, strength and originality of a thesis
- The proper use of evidence to support that thesis
- The degree to which the paper is analytical and evaluative rather than narrative
- Evidence that the sources used and listed in the bibliography were read and understood
- Organization of the paper and logical progression of the argument
- Mechanics (spelling, grammar, syntax and punctuation)

Grading criteria for written work holds true for exams, written quizzes or occasional written “homework” assignments. It is based on the following:

- A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean
- B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence
- C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence
- D = Poor command of content; factual errors; no real argument driving the essay

General letter grades correspond to the following scale:

- A = 90–100
- B = 80–89
- C = 70–79
- D = 60–69
- F = less than 59

Explanation of assignments

- Exams: 4 written assignments (3–5 pages), each worth 10% of final grade. Students are expected to write these response essays based on your readings and discussions held in class. A choice of topics will be circulated. Some will be in the form of a critical question; some will ask you to comment on a set of readings. Your essays must address *at least two different readings* from our collection.
- Discussion: On each day of class, four students (names chosen alphabetically) will lead the classroom discussion. They are expected to ask questions and make observations about assigned readings and these comments will drive classroom discussion.

Assignments turned in late will result in loss of half a grade for each day it is overdue. Class discussion (which obviously includes attendance) is a must for this course; your active participation in class will substantially affect your final grade.

Grading: Student performance will be evaluated as follows:

- four short written assignments of 3–5 pages (**each** is worth 10% of final grade)
- final exam (25% of final grade)
- class discussion & participation (25% of final grade)
- attendance (10% of final grade)

Course expectations: Following are the basic expectations for success in this course.

- Complete all reading and writing assignments before coming to class. You must keep up with the assignments to perform well in this course. All of the readings can and should be applied to exam responses and writing assignments.
- Written assignments are expected on the assigned due date. **Five percent** of the assignment grade will be deducted for **each day** it is late.
- *Late assignment policy:* Students have or will have ample warning of assignment due dates; computer/printer malfunctions or meltdowns or any other last-minute hiccups are **not** acceptable excuses.
- All assignments can be discussed with the instructor by email or in person during office hours.
- Exams must be completed on the scheduled due date, unless the student provides a valid, documented excuse. Absence on exam days will only be excused with appropriate documentation (e.g., medical documentation). If a student must miss an exam, the instructor **must** be notified of the absence **prior** to the exam and a make-up exam must be rescheduled **within one week's time**. Absences without a valid excuse or exams that are not made-up per these guidelines will result in a "0" grade for the exam.

All of the requirements must be completed to pass this course

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

The following information is provided to assist students in preparing to use technology in this course:

Word processing: Students will need access to a word processor and a printer to access and print out reading assignments, to write research papers, to prepare for debates and written exams and to complete type-written response assignments. Students' word processors must enable them to read and insert footnotes into a Microsoft Word document.

Internet: Students will need email access to receive reading assignments and for course-related correspondence.

Turnitin: Turnitin is a web-based plagiarism detection software site that scans student papers into a database of all such papers and check submitted papers against those in the database and virtually every website on the Web to determine whether or not paper content was "lifted" or fabricated in any fraudulent way. Students must submit their exams in Microsoft Word format after creating an account tied to this course. To submit an exam to Turnitin, go to www.turnitin.com and click on "new user." Choose "student" and click "next." Enter the Class ID and Password (details on ID and password are forthcoming). Once you input your information into the system, you should see History 360 "British Empire" listed in your classes. Click on the appropriate assignment, click on the icon under

“submit” and follow the instructions to upload your exam. Please let me know if you have any problems (and do not wait until the very last minute to upload your exam). Submissions to Turnitin are due by midnight of the due date.

COMMUNICATION AND SUPPORT

Students are encouraged to contact the instructor whenever the need arises; clear lines of communication enable the instructor to better assist your learning processes and provide any necessary support. Outside the classroom, the best way to contact the instructor is by email and during posted office hours. Do not hesitate to talk to me about any concerns you may have or any problems or issues you may experience during the semester – I can only assist you if I am aware of what is going on with you.

COURSE AND UNIVERSITY POLICIES AND PROCEDURES

Classroom Behavior:

To avoid being a distraction to either other students or the instructor, please take care of personal needs before class begins and turn off cell phones. Do not send text messages, chat on IM or post Facebook updates during class; although you think you can do these things subtly, you cannot – it is a distraction.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Written Assignment Format and Late Assignment Policy:

Papers must be typed and double-spaced with one-inch margins. Pages must be numbered. Your name, the course number and the due date must appear at the top of the first page; no cover page is necessary. Pages should be stapled. Any authors' quotations or ideas that are derived from another writer must be cited; footnote citations are preferred, but not mandatory. We will briefly discuss citations in class, but if there are any questions about how to cite or what to cite, please ask. Any papers that do not conform to these guidelines will be returned to the author for resubmission and will be penalized for being submitted late.

All writing assignments will be turned in at the beginning of class on the due date. Late papers will only be accepted with advance permission and will be penalized 5% for each day it is late.

Academic Honesty:

In all our courses, history faculty members expect that all work turned in by students for grades is their own work. It is the policy of the university, the history department and the instructor that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Plagiarism is defined as taking the words or ideas of someone else and passing them off as your own. Cheating is defined as obtaining unauthorized assistance on any assignment. Collusion is defined as selling or purchasing academic products with the intention that they be submitted to fulfill an academic or course requirement. Students are expected to uphold and support the highest possible academic standards at all times. Any student found guilty of violating academic integrity policy will fail the assignment in question, will automatically fail the course and will be subject to disciplinary action by the university (see Texas A&M University-Commerce Code of Student Conduct 5.b. [1,2,3]). Further information on the history department's plagiarism policy can be found on the department webpage. If you are unclear about what constitutes academic dishonesty, ask.

Writing Center:

Students are encouraged to take advantage of the Writing Center's resources for assistance with drafting their written assignments. Although the center will not write your paper for you, it may help you to improve your writing skills. If you use the Writing Center, plan in advance because it can only help you if there is adequate time to incorporate their suggestions into your paper. Additionally, I am willing to read rough drafts (and even multiple drafts) of your written work so long as the drafts are submitted at least one week prior to the due date.

Students with Disabilities:

Students requiring special accommodations for learning disabilities must work with the Academic Support Committee. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Gee Library, Room 132,
Phone: (903) 886-5150 or (903) 886-5835
Fax: (903) 468-8148
Email: StudentDisabilityServices@tamu-commerce.edu.

Note: This syllabus is your contract with the instructor for the semester. By enrolling in this course you agree to abide by all the policies and requirements set forth below. The terms of this contract are non-negotiable, apply equally to each student, and remain in effect throughout the semester; only the instructor may alter the terms of this agreement. Please contact the instructor if there are any questions about this syllabus or the terms herein.

COURSE OUTLINE AND CALANDAR

Tentative course schedule (and themes):

The following schedule is meant to be a guide for students throughout the semester and indicates when assignments are due. Please refer to the schedule frequently. I will do my best to keep to this schedule, but I reserve the right to change it as the semester progresses and as such circumstances arise.

January 15 Introduction

PART 1: A Second British Empire

January 17 Crisis of Empire

- "The British Empire, 1700–1815"

January 22 Crisis of Empire

January 24 Unfamiliar Territories

- "The Promise and Terror of a Tropical Environment"

January 29 Unfamiliar Territories

January 31 Outlines of Colonial Expansion

PART 2: Claiming the Jewel

- February 5 The Early British Empire in India
- “Britain and India in the Eighteenth Century”
- EXAM 1 is due**— *deliver a printed copy and upload a copy*
- February 7 The Early British Empire in India
- February 12 Oriental Despotism
- Edmund Burke: “On the Impeachment of Warren Hastings”
- February 14 Oriental Despotism
- G.A. Henty, “Descriptions of Tippoo”
 - Maj. Alexander Dirom, “Treaties of Peace, and Review of the Consequences of the War”
 - Letter from Sultan Salim to Tipu Sultan
 - Lord Wellesley to Tipu Sultan
 - Declaration of the Right Honorable the Governor-General-in-Council
- February 19 Orientalism
- William Jones: “A Discourse on the Institution of a Society for Inquiring into the History, Civil and Natural, the Antiquities, Arts, Sciences, and Literature of Asia”
 - “Liberalism and Empire”
- February 21 Imperial Ideas in Action
- “Evangelicalism, Utilitarianism and the Origin of the Idea of a Just Rule”
- February 26 Imperial Ideas in Action
- Capt. William H. Sleeman: “The Suppression of Thuggee”
 - William Bentinck: Minute on Sati, November 8, 1829 and Sati Regulation of the Bengal Code (1829)
 - Sati Regulation XVII, A.D. 1829 of the Bengal Code
 - Macaulay’s Minute on Education

PART 3: Becoming a Burden

- February 28 Consolidation of the *Raj*
- “The Creation of Difference”
- EXAM 2 is due**— *deliver a printed copy and upload a copy*
- March 5 Consolidation of the *Raj*
- “The Ordering of Difference”
- March 7 Rebellion and Reprisal
- John William Kaye: *The History of the Sepoy War in India*
 - Act no. XIV of 1857 on the Punishment of Soldiers under Company Rule
 - Lord Alfred Tennyson: “The Defense of Lucknow”
 - “The Response to the Mutiny of 1857 and the Abolition of the East India Company”
- March 12 **Spring break**
- March 14 **Spring break**
- March 19 Rebellion and Reprisal
- “Redefining Ideologies”
- March 21 Accessing the Dark Continent
- Tropical Medicine and the Victory of Empiricism

- “The Turn of the Tide in Europe”
 - “The European Scramble for African Colonies”
- March 26 Intervention in Egypt
- Letters from Ferdinand de Lesseps
 - Firman of Concession granted by the Viceroy of Egypt
 - Agreement of February 22, 1866
- March 28 Intervention in Egypt
- Lord Cromer: “The Mutiny of the Egyptian Army”
 - “The End of General Gordon”
- April 2 Making British Africa
- Last Will and Testament of Cecil John Rhodes
- April 4 Making British Africa
- An English-South African’s View of the Situation”
 - “The Bloemfontein Camp”
 - Arthur Conan Doyle, “Further Charges against British Troops”
- April 9 Indirect Empire
- “The Colonial Period: First Phase”
 - “The Colonial Period: Second Phase”
- April 11 Indirect Empire
- The Dual Mandate in British Tropical Africa

PART 4: Britain and Empire

- April 16 Manliness and Empire
- “The White Man’s Burden”
 - “Vitaī Lampada”
 - “The Schoolfellow”
 - *Boy Scouts Beyond the Seas: “My World Tour”*
 - “Camp Fire Yarn no. 33”
- EXAM 3 is due**—*deliver a printed copy and upload a copy*
- April 18 Manliness and Empire
- “Citizens of the Empire”
- April 23 Men, Women and the Imperial Nation
- “Nation and Empire”
 - J.R. Seeley, *The Expansion of England*
- April 25 Men, Women and the Imperial Nation
- “The White Woman’s Burden”
- April 30 Britain, Empire and the World: 20th Century
- “The British Empire after 1815: II”
 - “The Politics of Historicism”
- May 2 Conclusions
- May 7 **EXAM 4 is due**—*deliver a printed copy and upload a copy*