

HISTORY 520.01E Topics: Britain and its Empire

Spring 2014

S 9.20am – 12.00pm

SS 143

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*

Office email: William.Kuracina@tamuc.edu

COURSE INFORMATION

Course Materials:

Books: The reading list is provided in the schedule below. Some of these materials can be accessed online, while others require purchase or retrieval from a library; refer to the schedule below. Please be sure to allow enough time to acquire and digest the reading assignments.

Assigned reading list: Selected readings for this course appear below:

- David Armitage, *The Ideological Origins of the British Empire*, (Cambridge: Cambridge University Press, 2000). ISBN 978-0521789783
- C.A. Bayly, *Indian Society and the Making of the British Empire*, (Cambridge: Cambridge University Press, 1988). ISBN 978-0521386500
- Antoinette Burton, *Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865–1915*, (Chapel Hill: University of North Carolina Press, 1994). ISBN 978-0807844717
- David Cannadine, *Ornamentalism: How the British Saw Their Empire*, (Oxford: Oxford University Press, 2001). ISBN 978-0195146608
- Frederick Cooper and Ann Laura Stoler, eds., *Tensions of Empire: Colonial Cultures in a Bourgeois World*, (Berkeley: University of California Press, 1997). ISBN 978-0520206052
- Bernard Cohn, *Colonialism and Its Forms of Knowledge: The British in India*, (Princeton: Princeton University Press, 1996). ISBN 978-0691000435
- John Gallagher and Ronald Robinson, "The Imperialism of Free Trade," *The Economic History Review*, New Series, Vol. 6, No. 1 (1953), pp. 1–15 (found at JSTOR).
- Lawrence James, *The Rise and Fall of the British Empire*, (New York: St. Martin's Press, 1994). ISBN 978-0312169855
- John Mackenzie, ed., *Imperialism and Popular Culture*, (Manchester: Manchester University Press, 1986). ISBN 978-0719018688
- Thomas Metcalf, *Ideologies of the Raj*, (Cambridge: Cambridge University Press, 1994). ISBN 978-0521589376
- Edward Said, *Orientalism*, (New York, Random House, 1979). ISBN 978-0394740676

Students interested in supplemental reading materials to better digest the concepts framed in this course should discuss possible titles with the instructor.

Course Description:

This course provides a focused and thorough analysis of a topic in World or Comparative history through reading and discussing the relevant historiography, and through guided student research involving primary sources. Topic will vary from semester to semester.

Note: Students may retake the course for credit as the topic changes.

At the height of its power in the early twentieth century, the British Empire dominated a quarter of the world's population and encompassed a fifth of its dry surface. This course explores the historical development of the British Empire and, especially, the nature of imperialism. As one historian of the Empire observed, the British Empire cannot be conceptualized as a single entity with a continuous history, but rather it can be described as many histories that overlap in time and space as part of a history that is neither uniquely British nor imperial in a classic sense.

Essentially, our selections are intended to investigate British attitudes and ideas about imperialism and domination as well as how empire affected British conceptualizations of nationhood. Particular emphasis is placed on imperial ideologies, cultural interactions, political economy, the nature of colonial rule and, broadly, nationalist, internationalist and historical critiques of empire. We will achieve this objective by examining scholarly interpretations about themes that have characterized studies of the British Empire and which prove pertinent to a more general imperial experience.

Student Learning Outcomes:

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

- Assess the merits and shortcomings of the historiographical interpretations of the British Empire and imperialism

COURSE REQUIREMENTS

Instructional, Methods, Activities Assessments:

Attendance policy: Students are expected to attend every class session; attendance will be taken. Each unexcused absence counts as a reduction in the attendance grade; excessive unexcused absences (more than 3) 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.

Discussion and participation: As this course is a graduate seminar, students are expected to do the reading as noted in this syllabus and to be prepared to participate actively in classroom discussions. Participation is, of course, graded. You are encouraged to bring questions with you to class and to the discussion and 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

This course is intended to investigate the significance of historical objectivity and the critique specific historiographical methods and approaches, an objective that will enable students to transcend the straightforward narrative of content and enable them to integrate historical facts into a broader historical and analytical context. Consequently, this course de-emphasizes the specific content in favor of historiographical methods and interpretation; classroom discussions of assigned readings should be critical analyses rather than a discussion of content.

Discussion leaders: Participation will be based on weekly critiques and discussions of the reading assignments. For each week, an assigned “discussion leader” will be responsible for summarizing the book in question and for guiding the overall discussion of the monograph; discussion leaders should be prepared to guide the group’s analysis/critique of reading assignments. All students are expected to complete the weekly assignments and to participate actively in class discussion.

Peer review: Peer review is a crucial component to graduate level studies. Scholars must learn how to both accept and give professional critiques of others’ work and this exercise is designed to introduce students to this process. In this course’s peer review process, a student will be assigned as “discussion leader” for one of their colleagues, with the remainder of the review devoted to a group assessment of the paper.

Written assignments: There are two main objectives to this course: 1) to provide students with a fundamental understanding of broad historiographical trends; and 2) to afford students opportunities to interpret the history in response to more general historiographical questions. The following assignments are designed to facilitate these general goals.

Weekly analyses: students will write short critiques of each reading assignment. This book review will be 3–4 pages in length, double-space and 12-point font and it must conform to proper citation formatting. Additionally, it must incorporate at least two external reviewers’ assessments of the monograph in question. External reviews generally can be found in JSTOR journals, online publications, in-print reviews, etc., but the source of these reviews must be a professional scholarly journal; if there are any questions about what constitutes a scholarly journal, please ask.

Historiography essay: students in this class are not expected to merely learn history, but to *interpret* history; consequently, students will write a comprehensive historiography paper that analyzes assigned readings and that is buttressed by additional selections focusing on a specific topic of interest to the student. The historiography paper will be approximately 20 pages in length (including text and notes but excluding the bibliography and title page). The paper must use footnotes according to Turabian style and must also include a properly-formatted bibliography and a title page that (at least) includes the student’s name and the title of the paper. 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. Papers may not be submitted in more than one class.

Written assignments will be graded according to the following criteria (as applicable):

- 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

Grading:

Student performance will be evaluated as follows:

- Discussion and participation (worth 30% of final grade)
- Weekly analyses/critiques (collectively worth 20% of final grade)
- Historiography essay (worth 40% of final grade)
- Attendance (worth 10% of final grade)

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 papers in Microsoft Word format after creating an account tied to this course. To submit a paper 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 520 "Colonialism and Postcolonialism" listed in your classes. Click on the appropriate assignment, click on the icon under "submit" and follow the instructions to upload your paper. Please let me know if you have any problems (and do not wait until the very last minute to upload your paper). Submissions to Turnitin are due by midnight on the same date the hard-copy work is submitted to the instructor.

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 can not – 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:

Response 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 CALENDAR

Tentative course schedule:

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 18 – Introduction and opening remarks
- January 25 – Lawrence James, *The Rise and Fall of the British Empire*
- February 1 – David Armitage, *The Ideological Origins of the British Empire*
- February 8 – John Gallagher and Ronald Robinson, “Imperialism of Free Trade”
- February 15 – Edward Said, *Orientalism*
- February 22 – C.A. Bayly, *Indian Society and the Making of the British Empire*
- March 1 – John Mackenzie, *Imperialism and Popular Culture*
- March 8 – Antoinette Burton, *Burdens of History*
- March 15 – **—Spring Break—**
- March 22 – Thomas Metcalf, *Ideologies of the Raj*
- March 29 – Bernard Cohn, *Imperialism and its Forms of Knowledge*

April 5 – Frederick Cooper and Ann Laura Stoler, *Tensions of Empire*
• **Historiography paper is due**

April 12 – David Cannadine, *Ornamentalism*

April 19 – peer review

April 26 – peer review

May 3 – **Final paper is due**