

History 325 Winter 2008

European Colonialism

Theme: The British Empire

Instructor: Dr. Cliona Murphy

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Class time: TTH 10:30 -12:55 Office Hours (FT 304B):

Mondays 5-6pm, Tuesdays 9:15-10:15, Wednesdays and Fridays, 11:00- 12:00

History 325, European Colonialism, fulfills General Education Theme 2 requirement (Western Civilization).

The Course: This course will begin with a brief discussion of definitions, motivations, and explanations of European colonialism in general, and British imperialism in particular. Early in the course you will be viewing (on WebCT) the DVD *Guns, Germs and Steel* based upon Jared Diamond's bestselling, pulitzer prize-winning book of the same name. It provides a good general background for the course. Early lectures will explore the first and second stages of British imperialism. The remainder of the lectures will reflect the course of British imperialism with its burst of expansionism in the nineteenth century, and loss of empire in the twentieth century. Lectures will examine British imperialism from a number of angles and will ask and attempt to answer the following questions:

How was the British Empire different from the Empires of the Dutch, Belgians, French and Spanish?

Why did the British want an Empire?

How did they go about getting that Empire?

How did they justify their imperialism?

What role did technology play?

Why was it called a "British" and not an "English" Empire?

Was it a two-tier Empire?

How did the general public in Britain regard the Empire?

How did the colonized regard the Empire?

What role did the Empire play in the two World Wars?

What steps did the colonized take to resist the British and to leave the Empire?

At what point, and why, did the British become uncertain in their imperialist convictions?

What was the legacy of Empire for the colonized and the colonizers?

Textbooks and other Readings:

Niall Ferguson, *Empire* (This book is ideally read from beginning to end in order to get an overall view of the British Empire. However, because of constraints on time and our chronological emphasis concentrating on the empire since the loss of the “thirteen colonies”, I have selected particular pages to go with particular topics. This may seem somewhat disjointed. Feel free to read beyond the assigned pages and delve further into the book).

P.J. Marshall, *Cambridge Illustrated History of the British Empire* (This book is edited by historian P.J. Marshall. He and others have contributed articles which make a very interesting and somewhat quirky overview of the British Empire. You should be continually browsing this book. Read through the chapters to get a broad sense of themes which connected different colonies in the empire.)

George Orwell, *Burmese Days* - any edition. (This can be used for more quiz and final exam options and a broader choice in term papers.)

More readings are on electronic reserve.

Michael Adas, “The Machine as Civilizer”,

Catherine Hall “An Imperial Man in Australasia and the West Indies.”

Adrian Hastings, “Christianity, Civilization, and Commerce”

Denis Judd, Chapter 2. “The American Revolution: The End of the British Empire” *Empire*,

Chapter 3, “Australia”

Chapter 5, “Canada”

Chapter 8, “The Jamaica Rebellion of 1865”

Flora Annie Steel, *The Complete Indian Housekeeper and Cook* (extract)

Margaret Strobel, *European Women and the British Empire*, chapters 1 and 2.

Primary sources on Irish famine.

James Donnelly on Irish Famine

Read assigned readings before class.

WebCT

A further dimension to this course is WebCT. All outlines, questions, maps, movies and other materials on WebCT need to be studied.

Videos/DVDs: *Queen Victoria’s Empire*. We will watch this survey of the British Empire throughout the course, usually in the second half of the class period, beginning towards the end of the second week (also available for viewing on WebCT). This should provide you with a good orientation for your readings and quizzes. However, you are reminded to watch the video critically and compare its material with your other sources. Watch out for biases, omissions and some skewed perspectives. Take notes on major people and events and record your impressions.

Other movies (or parts thereof) which will be made available either in class or on webCT are *Passage to India*, *Gandhi*, *Michael Collins*, *Galipoli*, *Tools of Exploitation* (from the series *The Africans*), *The Wrong Empire* and *Empire of Good Intentions* (from Simon Schama’s *A History of Britain*) and *Why Ireland Starved*.

Radio broadcast: Please listen to the interview with Niall Ferguson on NPR (WebCT)

Course Requirements and Grading:

1. Three Quizzes out of Five: 45%. No make-ups. Material can include anything covered in readings, classes, videos, discussions, and WebCT up to that point in the course. Material from previous quizzes may be included in later quizzes. Anyone who receives 90% or higher overall in the quizzes has the option of not taking the final.
2. Final: multiple choice, identification, essays, maps. (30%). **Final Exam: March 13 11:00-1:30.**
3. Take home written assignment. You will pick a controversial topic in our course and assess how at least four historians have viewed it. You will submit your paper to turnitin.com, and it will be between 5-7 double spaced typed pages, using Chicago Style. The paper must be written at upper-division writing level. (25%). More details will be handed out the second week.

Due week 9

Grading: While I will grade each individual assignment, the grade of the course will not be merely the sum of the individual grades. Rather, I will take into account an overall sense of quality in the general tone of one's work. However, the sum of one's individual grades will certainly be a strong indication of where one stands.

Class Format: The class will be a mixture of lecture and discussion. The class will be roughly chronological in format. However, because of the nature of our readings you should be prepared for lectures and discussions to be thematic as well as chronological. Lectures will not necessarily repeat what is in the readings. Rather, particular points will be emphasized and new information may also be provided. Not all readings will be discussed in class. Nevertheless, they may come up in the exam.

Class Outline and Discussion Questions: There will be outlines and discussion questions for most classes (check webCT). **Discussion Groups:** In many class periods, you will be divided into discussion groups in order to discuss questions based on the readings. Discussion times will vary. Everybody is expected to participate and take turns leading and reporting on discussion. This can only work well if the required readings have been completed. Discussion questions will be either given in the previous class or given the day of the class. Discussions are structured. Each discussion group reports back to the professor and the other groups.

The following lecture outline may change slightly depending on the amount of time given to certain subjects, and depending on the emergence of new relevant material.

Lecture 1 Thursday, January 3: Introduction.

Why Imperialism? Why the Europeans? Terminology. Geographical and political orientation.

Lecture 2 Tuesday, January 8: Watch : "Guns, Germs and Steel" on Web CT

Lecture 3 Thursday, January 10, The Early British Empire

Reading: Ferguson, Introduction. Ferguson, 1-30. Marshall, Introduction

Lecture 4 Tuesday, January 14: The Loss of the American Colonies.
Reading: Judd, “The American Revolution: The End of the British Empire” *Empire*, Chapter 2. (*electronic reserve*), Ferguson, 71 -77, 81-83 “The American Revolution”. Marshall, chapter 1. Marshall discussion questions chapter 1.

Lecture 5 Thursday, January 16: Australia and New Zealand
Reading: Ferguson, 83-90. Marshall, pp. 36-40, Judd, “Australia” (*electronic reserve*)
DVD: *Queen Victoria’s Empire*

Lecture 6 and 7 January 22-24 Ireland - Famine.
Reading: Ferguson, pp. 46-49. Primary sources on Irish famine (*electronic reserve*). Famine handout.
View “Why Ireland Starved” on WebCT

Lecture 8 Tuesday, January 29: Commerce, Christianity and Technology and Empire
Reading: Michael Adas, “The Machine as Civilizer” (*electronic reserve*), Ferguson, 137-147
Adrian Hastings, “Christianity, Civilization, and Commerce” (*electronic reserve*) Marshall, *passim*
DVD: *Queen Victoria’s Empire*

Lecture 9 Thursday, January 31 Catch-up class
DVD: *Queen Victoria’s Empire WebCT*

Lecture 10 Tuesday, February 5 British North America (Canada)
Reading: Judd, Chapter 5, “Canada” (*electronic reserve*). Ferguson, 90-92, 206 -207. Marshall, 34-36 and see index for scattered references.
DVD: *Queen Victoria’s Empire*

Lecture 11 and 12 Thursday, February 7, Tuesday February 12, India 1857 : “Mutiny” or War of Independence?
Reading: Ferguson, 30 -43, 110-128, Marshall 176-177 and index on *Indian Rebellion*
DVD: *Queen Victoria’s Empire*
Simon Schama’s DVD *History of Britain: Empire WebCT*

Lecture 13 Thursday, February 14: The Raj- India
Reading: Ferguson, 147-159, 180-184. Marshall (Raychaudhuri). 357-361. View excerpts of *Passage to India* in class

Lecture 14 Tuesday, February 19 Jamaica.
Reading: Ferguson 9-10, 66 -69, 159-163. Marshall, 282-6, Judd, Chapter 8. “The Jamaica Rebellion of 1865” (*electronic reserve*), Catherine Hall “An Imperial Man in Australasia and the West Indies.” (*electronic reserve*).

Lecture 15 Thursday, February 21 Partition of Africa.
Reading: Ferguson, 128 -149, 185-201. Marshall, 72 - 76, 347-354.

Lecture 16 Tuesday February 26 Women and Empire
Reading on reserve: Flora Annie Steel, *The Complete Indian Housekeeper and Cook* (extract).
Margaret Strobel, *European Women and the British Empire*, chapters 1 and 2.

The Empire and the Public

Reading: Anne McClintock, "Advertising the Empire" optional (*electronic reserve*).

Ferguson, 10 -14, 201-226, 242 -246

Marshall, chapter 7 (Andrew Porter). The topic is dealt with in places in this chapter.

DVD: *Queen Victoria's Empire*

Lecture 17: Thursday February 28 Irish Rebels. Reading: Ferguson, 275, 278-279. **World War 1** Marshall 342-343 Ferguson, 256-260 (Galipolli). View "Galipolli" on WebCT. **Reading:** Ferguson 248 -262 (WW1), 276-283.

Optional: View *Michael Collins*

Lecture 18, Tuesday, March 4 : Gandhi. View video. Reading: Marshall, chapter 15, Raychaudhuri, "BRITISH RULE IN INDIA: AN ASSESSMENT

Lecture 19 Thursday, March 6 Decolonization. Why and How?

Lecture 20 Tuesday March 11 Empire in Retrospect.

Post War Britain.

Reading: Ferguson, 297-317, Kevin O'Sullivan " 'The Wind of Change':

Decolonization in British West Africa, *History Ireland*, July/August, 2006 pp.40-45,

Marshall354-356

Marshall, conclusion

Ferguson, conclusion

Classroom Etiquette.

I want my classroom to be a calm, stimulating learning environment where everyone is completely focused on the subject matter. Come to every class and on time. Do not leave early. Do not leave during class unless necessary. Treat classmates and Professor with respect. There will be time to talk during discussions. Switch off phones and other noisy objects. Do not text message during class. Do not check your phone during class. Do not use an iPod during class. Do not read newspapers and readings for other classes in my class. If you bring a laptop to class, please do not use it for any other purpose than matters concerned with the class. If you think you are going to fall asleep, stay at home and go to bed!

If you do not agree to these conditions, do not come to my class.

If you are wearing a device for medical purposes that may "beep" let me know.

Email and Email Etiquette

Please check your email on WebCT between classes. I will be sending frequent communications with regards to the course.

I regard all email communication from you as part of your assessed writing in the course and part of your training to enter the professional world. Remember, do not email me as you would text message a friend.

Therefore, please follow these basic rules (although they are probably obvious to most of you):

sign off with your full name;

state which class you are in;

use an appropriate and polite tone;

do not tell me to reply *ASAP* or make other demands;

do a spell check on your communication;

use upper- and lower-case letters as appropriate in any formal academic written communication.

You can use this list as a checklist before you send your email.

I will reply to emails as quickly as possible, and with every effort to do so within forty-eight hours during weekdays.

Students with Disabilities

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.