History 325: European Colonialism Winter 2007

Instructor: Dr. Cliona Murphy
Class: TTH 10:30 - 12:55 Tuesday. Office Hours: Tuesday 4:30-5:45, Monday and Wednesday 5:00-6:00, Thursday 1:00-2:00, FT 304-B, 654-2146

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

Textbooks:
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 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.

WebCT
All outlines, questions, maps, movies and other materials on WebCT need to be studied.

Recommended: George Orwell, Burmese Days (any edition). Reading this book will give extra choice in quizzes, final exam and 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”

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

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. Worksheet on Irish Famine 10%

3. Final: multiple choice, identification, essays, maps. (25%).

4. Take home written assignment. Details to be handed out the second week. Assignment due at the end of eighth week. The paper must be written at upper-division writing level. (20%).

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. As often as possible you will get these before the class either by email, WebCT or as handouts.

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.

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.
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. It is recommended that you view 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?
- How did the general public in Britain regard the Empire?
- How did the colonized regard the Empire?
- What steps did the colonized take to leave the Empire?
- At what point and why did the British become uncertain in their imperialist convictions?

Video: *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. This should provide you with a good orientation for your readings and quizzes. You are reminded to watch the video critically and compare its material with your other sources. Take notes on major people and events.

*The following lecture outline may change slightly depending on the amount of time given to certain subjects.*

**Lecture 1 January 2:** Introduction.
**Recommended watch:** “Guns, Germs and Steel” on WebCT


**The Early British Empire**

**Lecture 3 January 9:** The Loss of the American Colonies.

**Lecture 4 January 11:** Australia and New Zealand
**Reading:** Ferguson, 83-90. Marshall, pp. 36-40
**DVD:** *Queen Victoria's Empire*

**Lecture 5 January 16 Ireland - Famine.**
**Reading:** Ferguson, pp. 46-49. Primary sources on Irish famine (reserve). Famine handout.
**View** “Why Ireland Starved” on WebCT

**Lecture 6 January 18** Answer and submit work sheet on Irish Famine

**Lecture 7 January 23:** Commerce, Christianity and Technology and Empire
**Reading:** Michael Adas, “The Machine as Civilizer”, Ferguson, 137-147
Adrian Hastings, “Christianity, Civilization, and Commerce” (on reserve) Marshall, *passim*
**DVD:** *Queen Victoria's Empire*
Lecture 8 January 25 Catch-up class  
**DVD:** *Queen Victoria’s Empire*

Lecture 9 January 30 British North America (Canada)  
**Reading:** Judd, Chapter 5. Ferguson, 90-92, 206-207  
**DVD:** *Queen Victoria’s Empire*

Lecture 10 February 1 Monday India 1857: Mutiny or War of Independence?  
**Reading:** Ferguson, 121-128, Marshall 176-177

Lecture 11 February 6: Jamaica.  
**Reading:** Ferguson 9-10, 66-69, 159-163. Marshall, 282-6, Judd, Chapter 8. Catherine Hall “An Imperial Man in Australasia and the West Indies.” On reserve

Lecture 12 February 8 India  

Lecture 13 February 13 Partition of Africa.  
**Reading:** Ferguson, 128-159. 185-201. Marshall, 72-76, 347-354.

Lecture 14 February 15 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.

Lecture 15: February 20 The Empire and the Public  
**Reading:** Anne McClintock, “Advertising the Empire” optional. 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 16 February 22:  
**Irish Rebels. Reading:** Ferguson, 275, 278-279  
**World War 1** Marshall 342-343 Ferguson, 256-260 (Galipolli). View “Galipolli” on WebCT.

Lecture 17 February 27: India WW1 to WW11  

Lecture 18 March 1 Gandhi

Lecture 19 March 6: Post War Britain.  

Lecture 20 March 8 Empire in Retrospect.  
Marshall, conclusion  
Ferguson, conclusion