

## **AS100.360, The Modern British World: Imperial Encounters, Regimes, and Resistance**

Instructor: Dr. Katie Hindmarch-Watson

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*Course Schedule* Tuesday, Thursday, Gilman 119 10:30-11:45am

Dr. Hindmarch-Watson's office hours: Tuesdays and Thursdays, 12:00-1:30pm, Gilman 318, or by appointment

### ***Description***

The Modern British World introduces some of the major events, themes, and controversies that led to Britain's global dominance and ultimate decline as an imperial power. This course focuses on varying forms of imperial governance, the interrelationships between metropole and colony, and the formation of British and colonial national identities. Key regions outside of Britain include the Caribbean, North America, South Asia, Africa, and the Middle East.

By the end of this course, students will be able to

- Demonstrate thorough knowledge of the chronologies of British imperial history
- analyze primary source evidence related to major shifts in British imperial governance and colonial national identities
- evaluate key debates in British imperial historiography
- craft written historical analyses that establish clear links between historical contexts, primary sources, and current scholarship

### ***Format***

Tuesday classes will consist mostly of lectures and context to course readings. Thursday classes will focus on discussion of the week's materials.

### ***Assignments and Grading Distribution***

This is a reading and writing intensive class. There will be 2 primary source assignments (3-4 pages double-spaced, 12 font), and 2 longer essays on a choice of subjects covered in class (7-10 pages, double-spaced, 12 font). Essay questions will focus on integrating lecture materials into comparisons of related texts and include a research component using sources available through the library. All assignments will be uploaded to Blackboard for grading. Please note that JHU uses software to detect plagiarism.

In addition, each Thursday a small group of students will lead class discussion on weekly readings. This discussion should consist of a brief overview of the reading's main arguments or ideas, a consideration of the primary sources and relevant historical context the historian uses to make his or her case, and questions that arise from the texts. What was particularly compelling or unsettling about the week's readings? What issues are raised or left unsaid that demand further exploration? This assignment contributes to the course's overall participation grade.

## **Grade Distribution**

Primary Source Analysis: 10% each (20% total) DUE FEB 22; APRIL 12 BY MIDNIGHT

Essays: 30% each (60% total) DUE MARCH 8; MAY 12 BY MIDNIGHT

Participation (including weekly presentation): 20%\*

The participation grade is cumulative and depends on discussion submissions, class attendance, and participation in class critiques and debates.

Late essays will be marked down one grade for every day late (ie. A to A-). Papers more than one week late will not be graded and will receive an F.

\*Please note, showing up for class, leading one week's reading discussion, and participating in broader, class-wide discussions are significant contributors to your final grade.

## **Grading Scale**

A+	4.0 Outstanding
A	4.0 Excellent
A-	3.7 Excellent
B+	3.3 Very Good
B	3.0 Good
B-	2.7 Good
C+	2.3 Satisfactory
C	2.0 Satisfactory
C-	1.7 Satisfactory
D+	1.3 Passing
D	1.0 Passing
F	0.0 Fail

## ***Class Policies***

Attendance is mandatory. I will be presenting material in lectures that will not be available elsewhere. Regular class attendance is therefore necessary for achieving a strong grade.

I will permit laptop use for note-taking, BUT any recreational computer use will subject the offender to public shaming and possible dismissal from class. The same goes for other electronic devices – no texting, phone conversations, or other cellphone use during class. These policies are designed to be marks of respect for the class and for fellow students. They are also meant to help both individual performance and group adherence. I will not distribute lecture notes afterwards. If you miss a class, please ask fellow students for notes. If you miss class due to illness or other emergency, please submit a doctor's note or other proof of justifiable absence.

Classrooms are spaces where challenging ideas are discussed and often debated. I encourage critique and rigorous intellectual exchanges, but debate must remain respectful. No personal attacks, name-calling, or offensive behavior will be tolerated. Students are welcome to use Blackboard to engender discussions or set up class-related study groups. The same rules of courtesy apply online. Treat others as you wish to be treated.

### **Plagiarism:**

It is a serious crime to take credit for the work of others. Please review university policies. Plagiarism will result in a failing grade and will subject the offender to wider university disciplines.

[http://e-catalog.jhu.edu/undergrad-students/student-life-policies/#Student\\_Responsibility](http://e-catalog.jhu.edu/undergrad-students/student-life-policies/#Student_Responsibility)

### **Disabilities**

All students with disabilities who require accommodation for this course should contact me as soon as possible to discuss their specific needs. If you have a documented disability, you must be registered with the JHU Office for Student Disability Services to receive accommodations in this class. The office is located at 385 Garland Hall, 410-516-4720. You can also contact the office online:

<http://web.jhu.edu/disabilities/>

### ***Required Texts:***

Miles Ogborn, *Global Lives: Britain and the World, 1550-1800*. Cambridge: Cambridge University Press, 2008.

Christopher L. Brown, *Moral Capital: foundations of British Abolitionism*. Chapel Hill: UNC Press, 2006. (available online through JHU libraries)

Linda Colley, *The Ordeal of Elizabeth Marsh: A Woman in World History*. New York: Pantheon, 2007.

Tony Ballentyne and Antoinette Burton, *Empires and the Reach of the Global, 1870-1945*.

Aime Cesaire. *Discourse on Colonialism*. New York: Monthly Review Press, 2001.

**All other required readings, as well as primary source materials, will be available on E-Reserves, Blackboard, or as online books provided by the JHU library. During the course of the semester I will add additional sources to Blackboard in response to students' interests and class discussion.**

### ***Recommended Texts:***

The British Empire is a vast subject, with many permutations and regional complexities left unexplored in this course. For those wishing to explore British imperial history at greater length, and for those entirely new to British national history, the following textbooks are recommended:

Philippa Levine, *The British Empire: Sunrise to Sunset* 2<sup>nd</sup> Ed. (Pearson Longman) 2013.

Susan Kingsley Kent, *A New History of Britain since 1688: Four Nations and an Empire*. Oxford: Oxford UP, 2017.

Ellis Wasson, *A History of Modern Britain, 1714 to the present*. Chichester, West Sussex: Wiley-Blackwell, 2010.

*Useful internet resources:*

[http://www.k-state.edu/english/westmank/literary/contempbrit\\_resources.html](http://www.k-state.edu/english/westmank/literary/contempbrit_resources.html)

<http://www.fordham.edu/Halsall/mod/modsbook49.asp>

<http://www.ualberta.ca/%7Ejanes/EMPIRE.html#links>

*Hopkins Library Sources:*

Newspapers and Periodicals:

- 19<sup>th</sup> Century UK Periodicals
- The Economist Historical Archive
- British Newspapers 1600-1950
- Guardian & Observer
- Illustrated London News Historical Archive
- Sunday Times Digital Archive
- Times Digital Archive

Social/Cultural:

- Victorian Popular Culture
- British and Irish Women's Letters and Diaries 1500-1950
- British Literary Manuscripts Online
- Mass Observation Online: British Social History, 1937-1972

Government/Administrative:

- House of Commons Parliamentary Papers
- Cabinet Papers, 1915-1988

European Empires:

- Empire Online

Useful reference for backgrounds and biographies of noted people:

Oxford Dictionary of National Biography

### ***Reading and Lecture Schedule***

#### **Week One, Jan 29, 31: Introduction**

Film: A History of Britain: The Wrong Empire

#### **Week Two, Feb 5, 7: Origins: Liberty, Trade, and Imperial Aspirations**

Primary Sources: East India Company Charter; Navigation Act 1660 (blackboard)

Ogborn, *Global Lives*, Chapter 1, 2.

Historiography & Empire:

Dane Kennedy, "The Imperial History Wars," *Journal of British Studies* 54:1 (2015): 5-22 (e-reserves)

Durba Ghosh, "Another Set of Imperial Turns?," *American Historical Review* 117: 3 (2012): 772-793 (e-reserves)

### **Week Three, Feb 12, 14: Expanding British Worlds**

Colley, *The Ordeal of Elizabeth Marsh*, Introduction, Chapters 1, 2.

Ogborn, *Global Lives*, Chapter 6, 9. [Optional: Chapter 7]

Primary Sources: TBA (Blackboard)

### **Week Four, Feb 19, 21: Global Conflict & the Revolutionary Era PRIMARY SOURCE ANALYSIS 1 DUE FEBRUARY 22 BY MIDNIGHT**

Colley, *Ordeal of Elizabeth Marsh*, Chapters 3, 5, 6, Epilogue

Osborn, *Global Lives*, Chapter 4, 11

Primary Source: excerpts from Adam Smith, "*An Inquiry into the Nature and Causes of the Wealth of Nations* (1776); Joseph Banks, excerpt from Royal Society Report, 1779. (Blackboard)

### **Week Five, Feb 26, 28: The Slave Trade, Abolitionism, Revolution CLASS CANCELLED FEB 28**

Christopher Brown, *Moral Capital*, Introduction, Chapter 2, Chapter 4. (available online through JHU libraries)

Osborn, *Global Lives*, Chapter 8, 10.

Primary Sources: TBA (Blackboard)

### **Week Six, March 5, 7: Post Napoleonic Empire: Liberal Imperialism and its discontents**

Primary Sources: Thomas Carlyle, John Stuart Mill (Blackboard)

Catherine Hall, *Civilizing Subjects, Metropole and Colony in the British Imagination, 1830-1867*. Chicago, 2002. Prologue (e-reserves)

Chris Bischof, "Chinese Laborers, Free Blacks, and Social Engineering in the Post-Emancipation British West Indies," *Past & Present* 231 (2016), 129-168 (e-reserves).

Film Clip: A History of Britain: The Empire of Good Intentions

### **Week Seven, March 12, 14: Competing Visions of Empire ESSAY 1 DUE MARCH 16 BY MIDNIGHT**

Primary Sources: Irish Potato Famine, TBA

Jill Bender, "The Imperial Politics of Famine: the 1873-74 Bengal Famine and Irish Parliamentary Nationalism," *Eire-Ireland* 42:1 (2007): 132-156 (blackboard)

Jordanna Bailkin, "The Boot and the Spleen: When Was Murder Possible in British India?" *Comparative Studies in Society and History* 48:2 (2006), 463 – 494 (e-reserves)

### **Week Eight, March 26, 28: "New Imperialism" and the Scramble for Africa**

Empires and the Reach of the Global: Introduction, Chapter 1-2

Adam Hochschild, *King Leopold's Ghost: a story of greed, terror, and heroism in Colonial Africa*. New York: Mariner, 1999. Chapter 3 (47-60); Chapters 12-14 (185-234) (e-reserves).

Film Clip: Zulu.

### **Week Nine, April 2, 4: The Great Imperial Standoff**

J.A. Hobson, *Imperialism: a Study* (1902). Ann Arbor: Michigan UP, 1965: 3-13 (Blackboard)

Jan Smuts on "The Commonwealth" (Blackboard)

WWI Letters by Indian and Canadian soldiers (Blackboard)

Claire Wills, *Dublin 1916: the siege of the GPO*. Harvard UP, 2009. Introduction, Chapter 2. (e-reserves)

Additional Sources: Sikes-Picot Agreement; Balfour Declaration (Blackboard)

Film Clip: Lawrence of Arabia.

### **Week Ten, April 9, 11: Nationalist Uprisings**

Priya Satia, ["The Defense of Inhumanity: Air Control in Iraq and the British Idea of Arabia."](#) *American Historical Review* 111 (February 2006). (e-reserves)

*Empires and the Reach of the Global*, Chapter 3.

George Orwell, "Shooting an Elephant" (Blackboard)  
Proclamation of the Irish Republic (Blackboard)  
The Ulster Covenant (Blackboard)

Recommended Films: *The Wind that Shakes the Barley*; *Gandhi*.

**Week Eleven, April 16, 18: World War Two and the beginning of the end. PRIMARY SOURCE ANALYSIS 2 DUE APRIL 20 BY MIDNIGHT**

Primary Sources: *The British Empire*, 231 ("John Curtin") -240.

Harvey Neptune "White Lies: Race and Sexuality in Occupied Trinidad," *Journal of Colonialism and Colonial History* 2:1 (2001) (e-reserves)

Aime Cesaire, *Discourse on Colonialism*.

Film Clips: *Empire of the Sun*; *The English Patient*; *The Bridge on the River Kwai*.

**Week 12, April 23, 25: Decolonization: India & Pakistan, The British Mandate of Palestine, The Caribbean, Africa, Asia**

Samson, *The British Empire*, 241-250 (end after Sir Penderel Moon); 250 ("Petition of the National Congress of British West Africa")-270; 271-277 ("Statement of British Government on Palestine")

Vazira Fazilla-Yacoobali Zamindar, *The Long Partition and the making of Modern South Asia: refugees, boundaries, histories* (New York: Columbia UP, 2007): Introduction. (e-reserves)

W.R.Louis and R.Robinson, "[The Imperialism of Decolonization](#)" *Journal of Imperial and Commonwealth History*, 24, 3 (1996): 345-363. (e-reserves).

radiolab podcast on the archive of the Mao Mao uprising, <http://www.radiolab.org/story/mau-mau/>

**Week 13, April 30, May 2: Multicultural Britain, the Commonwealth, and post-imperial (& post-Brexit) futures**

Discussion and Review  
Film: TBA

**FINAL ESSAY DUE MAY 12 BY MIDNIGHT**