HISTORY 325A-WI: HISTORY OF THE BRITISH EMPIRE, 1783-1970 (or, “from Barbados to Brexit”)

Tuesday/Thursday 2.30-3.45pm, Crown Center Room 530
Professor Aidan Forth, aforth@luc.edu
Office Hours: Wednesday and Thursday 10-12 (or by appointment) Crown Center Room 546

(Image: Michael Angelo Hayes, The 18th (Royal Irish) Regiment of Foot at the Storm of the forts of Amoy, 26 August, 1841)

Britain presided over the largest and most powerful empire in human history. From early plantation colonies in Ireland, the Caribbean and the Thirteen Colonies of mainland North America to the ‘Crown Jewel’ of India; and from sub-Saharan Africa and the settler dominions of Australia, New Zealand and Canada, to trading concessions in China and South America, no corner of the globe was untouched by the forces of British imperialism. This course examines the one quarter of the planet’s population that was under direct British administration or indirect British influence, and assesses the fortunes and pitfalls of colonial rule as it expanded, contracted, and changed radically over the course of 3 centuries.

Outcome: Students will understand the different factors responsible for its growth; relationship of empire and British economic and political change; place of empire in the Victorian ethos; different imperial governing arrangements; growth of nationalism and movements for independence within the empire and commonwealth.
REQUIRED READINGS

The Following books are available at the University Bookstore and can be readily purchased at most online book merchants:


Maya Jasanoff, Edge of Empire: lives, culture, and conquest in the East, 1750-1850 (Knopf, 2005).

Mike Davis, Late Victorian Holocausts: El Niño famines and the making of the third world (Verso, 2001).


Arthur Herman, Gandhi and Churchill: The Epic Rivalry that Destroyed and Empure and Forged our age (Bantam Books, 2008).

EXPECTATIONS

A primary responsibility of students is to attend all classes, listen attentively to lectures, complete the readings and contribute thoughtful, reflective opinions during class discussions. Students should allocate enough time to complete the required reading, approximately 150 pages per week. Reading strategically and processing large amounts of information in a limited timeframe is a skill you are here to learn.

Students should keep the professor informed of absences well in advance if possible. Notification of an absence does not excuse the absence; upon returning to classes, students are responsible for contacting the instructor, producing appropriate documentation for the absence, and completing any missed work. Students with special learning requirements should meet with the professor within the first two weeks of the semester to discuss the need for any special arrangements.

All cellphones, smartphones, tablets, MP3 players and any other electronic devices should be turned off during class. The use of laptop computers is a privilege, which may be taken away at any time. Laptops may only be used for taking notes and consulting readings. Anyone caught using a laptop for any other purpose will be asked to leave the class, and will no longer be permitted to bring a computer to class.

ASSIGNMENTS AND GRADING

Over the course of the semester, students must write 5 reading responses of approximately 3 pages in length (1-inch margins, double-spaced, Times New Roman, 12-point font). Question prompts for each reading response will be given out in class and posted on Sakai. They will ask you to interpret
some aspect of each of the books we will read based on information provided and analysis conducted in class lectures and discussions.

Since this class is designated as a writing intensive course, these short essays will constitute the bulk of our writing work. Through the process of writing several short papers, students will hone particular writing skills that include:

1. Articulating a clear thesis in an introductory paragraph.
2. Selecting, quoting and analyzing passages from the reading that serve as evidence for making an argument.
3. And using correct punctuation and clear and stylish prose to present a coherent essay.

We will dedicate a portion of class time to discuss the fundamentals of good writing.

In lieu of a final exam you will write a final paper (6-8 pages) in which you will analyze a primary source of your choosing used by one of the authors we read. The goal will be to assess that author’s use of the source, emphasizing the strengths and weaknesses of the author’s interpretation while considering other possible avenues of analysis. All students must meet with me to discuss the primary source that they propose. You will be asked to present on your chosen topic in class and write a 1-page statement indicating your chosen source and your reasons for choosing it. Further instructions will be provided in class.

There will also be 3-4 unannounced pop quizzes throughout the course of the semester. These are not intended to stress you out but to reward you for attending and paying attention to lectures and class discussions. The quizzes will be multiple choice format and will take no longer than 10 minutes. Much of the analysis we do over the course of the semester will be interpretive in nature, but since the world appears (at its peril!) to be moving into a “post-fact” era of history, I have decided it is important to maintain some focus on material reality.

Discussion and class participation is another important component of your grade. Incisive, imaginative and thoughtful comments that generate and facilitate discussion are weighed heavily in final grades. Asking and answering questions in class and contributing to ongoing discussions are necessary parts of the learning experience. Students are also encouraged to pose questions on the Sakai Discussion Board. Basic questions of fact and points you would like clarified in class are welcome, but so too are questions that deal with issues and arguments raised by the readings and that might provide an entry for more sustained group discussion.

Grading is as follows:

5 reading responses (3 pages each) 40%
Final Paper (6-8 pages) 25%
Statement on final paper (1 page) 5%
Pop quizzes (3-4 in total) 10%
Participation including attendance, discussions, presentations and forum questions 20%

TOTAL 100%
CLASS SCHEDULE

WEEK 1
January 17: Introduction
January 19: CLASS CANCELLED. Please use the time to read Linda Colley’s Captives

WEEK 2
January 24: The Celtic Fringe, the United Kingdom, and westward expansion
January 26: American Empire

WEEK 3
January 31: Book Discussion: Linda Colley, Captives: Britain, Empire and the World, 1600-1850
February 2: The “Second British Empire”

WEEK 4
February 7: Free Trade Imperialism FIRST WRITING ASSIGNMENT DUE
February 9: Slavery and Abolition

WEEK 5
February 14: Colonialism and its forms of knowledge
February 16: Book Discussion: Maya Jasanoff, Edge of Empire

WEEK 6
February 21: The “First War of Indian Independence”
February 23: The British Raj SECOND WRITING ASSIGNMENT DUE

WEEK 7
February 28: Industry and Empire
March 2: Empire at Home

WEEK 8
Spring Break NO CLASSES

WEEK 9
March 14: Book Discussion: Mike Davis, Late Victorian Holocausts
March 16: The “New Imperialism” and the Scramble for Africa

WEEK 10
March 21: The Civilizing Mission THIRD WRITING ASSIGNMENT DUE
March 23: The Last of the “Gentleman’s Wars”

WEEK 11
March 28: The “Third British Empire”
March 30: Book Discussion: James Belich, Replenishing the Earth. FINAL ESSAY STATEMENT DUE

WEEK 12
April 4: WWI: An Imperial War
April 6: Versailles and the Mandate System FOURTH WRITING ASSIGNMENT DUE

WEEK 13
April 11: The Indian Independence Movement
April 13: Decolonization

WEEK 14
April 18: Book Discussion Arthur Herman, Gandhi & Churchill
April 20: The Empire Strikes Back

WEEK 15
April 25: From Commonwealth to Brexit FIFTH WRITING ASSIGNMENT DUE
April 27: Catch-up or Review

* FINAL PAPERS DUE SATURDAY MAY 6th 4.15 pm *

STATEMENT ON PLAGIARISM AND ACADEMIC DISHONESTY

A basic mission of a university is to search for and to communicate the truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty. Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student’s work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher
- Providing information to another student during an examination
- Obtaining information from another student or any other person during an examination
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor
- Attempting to change answers after the examination has been submitted
- Unauthorized collaboration, or the use in whole or part of another student’s work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines
Any other action that, by omission or commission, compromises the integrity of the academic evaluation process

Plagiarism is a serious form of violation of the standards of academic dishonesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes the following:

- Submitting as one's own material copied from a published source, such as print, internet, CD-ROM, audio, video, etc.
- Submitting as one's own another person's unpublished work or examination material
- Allowing another or paying another to write or research a paper for one's own benefit
- Purchasing, acquiring, and using for course credit a pre-written paper

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at [http://luc.edu/english/writing.shtml#source](http://luc.edu/english/writing.shtml#source).

In addition, a student may not submit the same paper or other work for credit in two or more classes without the expressed prior permission of all instructors. **A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors will be judged guilty of academic dishonesty, and will be subject to sanctions described below.** This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor’s assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of “F” in the course. All instances of academic dishonesty must be reported by the instructor to the chairperson of the department involved, and to the Dean of the College of Arts and Sciences.

The College of Arts and Sciences maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student’s record of dishonesty as a part of the student’s application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

If you have questions about plagiarism or the citing of sources, please discuss them with me; the consequences of academic dishonesty can be serious!