

University of Guelph – Department of History
Winter 2016

HIST* 3380
British Imperialism in Asia and Africa

Instructor: Dr. Jesse S. Palsetia
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Lectures: Tuesday and Thursday
4:00 - 5:20 pm.
Room: Mckn. 235
Office Hours: Tues/Thurs 3:00 to 3:45 pm.

Course Objectives and Description

British Imperialism in Asia and Africa is specifically interested in the impact of British imperialism on the non-Western societies of Asia and Africa and the latter's responses. The course combines a narrative, analytical, and historiographical approach to the material. The course challenges students to think critically about what imperialism meant for both the British and their subject peoples. British Imperialism in Asia and Africa examines four main contextual themes:

- (1) The course begins with an examination of the ideologies of British colonization that include moral, political, and economic ideas.
- (2) The course continues with examinations of the British impact on societies in Asia and Africa.
- (3) The course will examine the impact of imperialism on such things as race, gender and sex, and technology.
- (4) Finally the course examines the challenges to British imperialism both in terms of war and on the part of non-Western societies in the form of colonial nationalist movements; processes that eventually leads to decolonization.

Course Learning Objectives

Coupled to understanding the historical content of Ancient and Medieval India, the course aims to further develop existing student academic skills. This is an integral part of the student's learning process at university, and one the student by third year should be mastering. The course aims to help the student develop:

- (1) Critical and creative thinking
 - The ability to undertake critical inquiry and analysis in general and as relates to course work.
- (2) Literacy and Communication
 - Reading, writing, and oral communication skills through engagement of assignments, examinations, and class discussions.
- (3) Understanding
 - A student's sense of historical understanding, and how history interacts with the present.
- (4) Professional and ethical behaviour

- The practices and proper methodologies of the student of history, and an understanding of academic integrity in general as applied to the responsible use of historical sources and the ethical presentation of one's work.

Lectures and Discussions

Lectures are on Tuesday and Thursday. Regular attendance in the course is essential for success in the course. All students must come to lectures and discussions having reviewed and read notes and readings, and should be prepared to actively participate in the discussions.

Contact and Email Communications

Office Hours: Tues/Thurs 3:00 to 3:45 pm. I hold regular office hours. Students are also welcome to consult with me at any time that is convenient outside scheduled office hours. Students may contact me by email. Some basic etiquette about emailing: **Identify yourself by name and the course.** As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the university and its students.

Required Text

- *The Oxford History of the British Empire*, edited by Nicholas Canny, P.J. Marshall, Andrew Porter, Judith Brown, Wm. Roger Lewis, Robin Winks. Oxford: Oxford University Press, 5 Vols.

Vols. 1, 3, 4, 5 are available as an on-line resource from University of Guelph Library (see catalogue and follow links).

There are also readings available via:

- *JSTOR: the scholarly journal archive* and other on-line available articles may be accessed via U of G. Library (On-line resources) (Sign-in for off-campus users).
- On-line downloads and access.

Website

HIST* 3380 has a website on Courselink. The Department of History also maintains a website (<http://www.uoguelph.ca/history>), which is helpful to students in history courses. News of developments in the department is posted monthly to keep interested persons informed of upcoming events and proposals.

Course Requirements and Grading

Course marks are based on the evaluation of written course work (paper) and examinations (a term test, and a final examination):

Midterm Examination (In Class Test)	25%	Thurs. Feb. 11
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Term Paper (Paper) (2000 to 2500 words, i.e. 8 to 10 typewritten pages)	35%	Thurs. Mar. 17
Final Examination (2016/04/21)	40%	Thurs. Apr. 21 (7:00 - 9:00 pm.)

Mid-term Test

There will be a mid-term test (in class). The test will consist of identifying and giving the historical significance of a number of terms chosen by the instructor. There will be a mid-term review session in class, which all students are required to attend, and which will assist in preparation for the test.

Research Paper

Students will write a research paper. A list of topics will be provided to students. Students are to utilize secondary source texts and primary source reproductions where appropriate. The length of the assignment is **2000 to 2500 words or 8 to 10 typewritten pages, exclusive of footnotes and bibliography (250 words per page).**

Copies of Out-of-class Assignment

Keep paper and/or other reliable back-up copies of all out-of-class assignments, as the student may be asked to resubmit work at any time.

Submitting and Getting Back Assignment

History papers and assignments are **to be handed in during class on the due date** and will be returned during class where appropriate.

Email Submission of Late Assignment

An assignment not handed in during class on the due date must be **emailed to the instructor as an attachment, as proof of the date and time of completion. Additionally, a paper copy must be provided at the first opportunity when the student is back on campus either to the instructor personally or under the instructor's office door. The paper copy must not be altered in any way once the electronic copy is submitted.** The electronic copy must be in WORD or PDF form. Any electronic copy that cannot be opened by the instructor will not have benefit of the electronic date of submission.

An assignment submitted late without an electronic attachment runs the risk of having a due date ascribed on the day they are picked up. The History department and its instructors bear no responsibility whatsoever for lost late papers. **Under no circumstances should the wire baskets outside professors' offices be used to deposit student papers.**

Late Penalty

Papers that are not submitted on the day they are due are deemed late and subject to late penalty. **A penalty of 2% per day** from the due date for the assignment will be imposed on a late paper (including weekends) up till the last day of classes in the term. **Course work will not to be accepted after the last day of scheduled class without the permission of the instructor. Assignments submitted at the history office or under my office door after the last day of classes, without express permission from me will be rejected for marking.**

Explanations for late papers scribbled on assignments will not be accepted as legitimate reason to exempt papers from late penalties. **Penalties for late papers will only be waived in the case of debilitating illness and clear medical documentation that provides specific explanation why the assignment was not completed before the due date.** Non-severe illness that commences near or after the due date does not constitute legitimate grounds for the waiving of late penalties. The assignment has been given long prior to the due date and late penalties will be levied except in the case of debilitating illness. Plan ahead and get your work in on time. Penalties add up and can imperil a student's standing in the course and in the university.

Inability to Meet Course Requirements

During Class Schedule: Students who miss or do not submit course material at any time during the course must contact the instructor and provide explanation why a make-up mid-term or extension may be given.

After Class Schedule: **Course work will not to be accepted after the last week of scheduled classes (week of Apr. 5)** without the permission of the instructor. Assignments submitted at the history office or under my office door after the last day of classes, without express permission from me may be rejected for marking.

Contact the Instructor: The student must **contact the instructor if an assignment will be later than the last date of lectures in order to receive consideration.** A student should contact the instructor in writing with name, address, and e-mail contact. Whenever possible, this should be done in advance of the missed work or event, but otherwise as soon as possible after the due date, and certainly no longer than one week later. Appropriate documentation to verify legitimate reason for inability to meet a course requirement may be requested by the course instructor or official. **The onus of responsibility is on the student to contact the instructor as regards inabilities to meet student academic requirements. Instructors are not obliged to inquire why assignments are not in on time. It is the student's responsibility to ensure that her/his work is submitted on time, and attendance at examinations met.**

Academic Consideration and Counselling

Students experiencing illness, medical issues, and other difficulties and personal issues not related to the course that affect academic responsibilities are **advised and encouraged to contact the BA Counsellor as expeditiously as possible** to advise the office. This will create a record that may assist the student towards academic consideration during the semester. The office will where appropriate contact the instructor of the situation and may ask the instructor for compassionate grounds to waive late penalties.

For **Academic Consideration for missed end-of-term work and/or missed final examinations**, see the Undergraduate Calendar on the regulations and procedures on Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08ac.shtml>.

Drop Date

The last date to drop a one-semester course, without penalty, is the 40th class day of the semester: **Friday Mar. 11**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>.

Academic Integrity and Misconduct

The University of Guelph takes a very serious view of academic misconduct. Included in this category are such activities as **cheating on examinations, plagiarism, misrepresentation, exchanging answers, and submitting the same material in two different courses** without written permission.

Moreover, in the College of Arts, it is expected that unless a student is explicitly given a collaborative project, **all submitted work must be based on the student's individual work product and effort. The university expects students to be aware of and avoid deliberate and inadvertent academic misconduct, which includes the below.**

Plagiarism means to take the ideas, writing, or arguments of others and pass them off as your own. If quoting directly from a book (source), enclose that material in double quotation marks and indicate the source with a reference (citation). When citing that you are borrowing from a source, though not directly lifting the words, place a reference at the end of the borrowed material, though without quotation marks. Proper footnoting and bibliographical style composes part of the learning process students will be evaluated on. **Inability or refusal to follow these regulations will result in deduction of marks.**

Sharing Materials. Sharing lecture notes, 'studying together', discussion of class topics and material, and exchanging ideas on the course is part of the university experience, and aims to have students learn from each other's strengths. **At the same time**, students should be aware of what constitutes legitimate university sharing and study together norms. **Studying together means each student studying the same material and sharing ideas on that material. Studying together does NOT mean doing piecemeal exchange of materials, papers, and other academic material, and passing it off as one's own.** It is an academic offence to utilize and submit another student's information and material in tests and assignments, as one's own.

Instructor Obligations: If an instructor suspects that academic misconduct has occurred the instructor has the right to examine students orally on the content or any other facet of submitted work. **Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work.**

Student Responsibilities: **The onus of responsibility is on the student to be familiar with the section on Academic Misconduct in the Undergraduate Calendar.** The student must

familiarize his/herself with the concept of plagiarism and if necessary take the tutorials to learn what plagiarism means, and how to avoid it.

See: <http://www.academicintegrity.uoguelph.ca/>.

Students have the responsibility to familiarize themselves with the Undergraduate Calendar, including Section VIII “Undergraduate Degree Regulations and Procedures” which includes a sub-section addressing academic misconduct. See:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>.

For a statement of Students’ Academic Responsibilities, see:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c01/index.shtml>

See also the full Academic Misconduct Policy:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>).

You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor or teaching assistant. There are **serious penalties, up to and including suspension or expulsion**, for any student found guilty of academic misconduct. The onus of responsibility is on the student to ensure the academic integrity of their conduct and work.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Electronic Devices and Classroom Etiquette

It is university policy that all cell phones, electronic alarms, and communication devices **are to be turned off during lectures**. Wireless connections are to be turned off during class unless directly related to class work, or in the case of emergency. If you wish to take personal communications, do so outside class time. The use of electronic and wireless communications **is a distraction in class and a discourtesy to one’s peers and instructors**. The abuse of electronic communication in class **is considered academic misconduct** and subject to academic penalty. **Nothing should be done that compromises the dignity of the class and university.**

Course Schedule

Part 1: Theoretical Underpinnings of Empire

Week 1 **Tues. Jan. 12** **Introduction: The Spread of Empire**

Thurs. Jan. 14 **British Self-Perceptions and Perceptions of the World**

Nicholas Canny, "The Origins of Empire: An Introduction". In *The Oxford History of the British Empire Vol. I: The Origins of Empire*, edited by Nicholas Canny. Oxford: Oxford Univ. Press, 1998, pp. 1-32.

Jane H. Ohlmeyer, "'Civilizing of those rude partes': Colonization Between Britain and Ireland, 1580-1640". *OHBE, Vol. I*, pp. 124-47.

See also:

P.J. Marshall, *The Great Map of Mankind*. Cambridge: Cambridge Univ. Press, 1982, ch. 5. DA 435.M37 U of G Library Reserve

Jack P. Greene, "Empire and Identity from the Glorious Revolution to the American Revolution". In *Oxford History of the British Empire, Vol. II: The Eighteenth Century*, edited by P.J. Marshall. Oxford: Oxford Univ. Press, 1998, pp. 208-30.

Week 2 **Tues. Jan. 19** **Ideologies of Colonization: Power and Morality**

Peter Burroughs, "Imperial Institutions and the Government of Empire". In *Oxford History of the British Empire, Vol. III: The Nineteenth Century*, edited by Andrew Porter. Oxford: Oxford Univ. Press, pp. 170-197.

Andrew Porter, "Trusteeship, Anti-slavery, and Humanitarianism". In *OHBE, Vol. III*, pp. 198-221.

See also:

A.N. Porter, "Religion and Empire: British Expansion in the Long Nineteenth Century, 1780-1914," *Journal of Imperial and Commonwealth History* 20 (1992), pp. 370-90. DA 10 J.6 University of Guelph Library Stacks.

Thurs. Jan. 21 **Theories of Empire: Economic and 'Excentric'**

P.J. Cain, "Economics and Empire: The Metropolitan Context". In *OHBE, Vol. III*, pp. 31-52.

B.R. Tomlinson "Economics and Empire: The Periphery and the Imperial Economy." In *OHBE, Vol. III*, pp. 53-74.

See also:

Patrick Wolfe, "History and Imperialism: A Century of Theory, from Marx to Postcolonialism," *The American Historical Review*, Vol. 102, No. 2 (April 1997), pp. 388-420 (JSTOR).

John Gallagher and Ronald Robinson, "The Imperialism of Free Trade," *The Economic History Review*, second series, Vol. VI, No. 1 (1953), pp. 1-15 (JSTOR).

Ronald E. Robinson, "Non-European Foundations of European Imperialism: Sketch for a Theory of Collaboration". In *Studies in the Theory of Imperialism*, edited by Roger Owen and Bob Sutcliffe (London: Longmans, 1972), pp. 117-42, see:
<http://core.ecu.edu/hist/wilburnk/Imperialism/Robinson.pdf>.

P.J. Cain, "Capitalism, Aristocracy and Empire: Some 'Classical' Theories of Imperialism Revisited," *Journal of Imperial and Commonwealth History*, March 2007, Vol. 35 Issue 1, pp. 25-47 (U of G Library Access).

Peter Cain, "J.A. Hobson, Financial Capitalism and Imperialism in Late Victorian and Edwardian England," *Journal of Imperial and Commonwealth History*, 13, 3, 1985, pp. 1-27. DA 10 J.6 U of G Library Stacks.

Part 2: Colonial Societies

Week 3 Tues. Jan. 26 India: a.k.a The British Empire

Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of India*. Cambridge: Cambridge University Press, 2002, pp. 43-54, Chapter 3,
<http://www.apnaorg.com/books/english/concise-history-india/concise-history-india.pdf>.

D.A. Washbrook, "India, 1818-1860: The Two Faces of Colonialism". In *OHBE, Vol. III*, pp. 395-421.

Thurs. Jan. 28 India: From Rebellion to Raj

Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of India*. Cambridge: Cambridge University Press, 2002, Chapter 4,
<http://www.apnaorg.com/books/english/concise-history-india/concise-history-india.pdf>.

Robin J. Moore, "Imperial India, 1858-1914". In *OHBE, Vol. III*, pp. 422-46.

See also:

Barbara English, "The Kanpur Massacre in India in the Revolt of 1857," *Past and Present*, 142 (February 1994), pp. 169-78 (JSTOR).

Week 4 Tues. Feb. 2 China: Opium Regimes

Jurgen Osterhammel, "Britain and China, 1842-1914". In *OHBE, Vol. III*, pp. 146-69.

Martin Lynn, "British Policy, Trade, and Informal Empire in the Mid-Nineteenth Century". In *OHBE, Vol. III*, pp. 101-21.

**Thurs. Feb. 4 Mid-term Test Review
 Into Africa: Discovery and Colonization**

Robert A. Stafford, "Scientific Exploration and Empire". In *OHBE, Vol. III*, pp. 294-319.

<http://www.telegraph.co.uk/travel/activityandadventure/10558470/Henry-Morton-Stanley-in-the-Congo.html>

Christopher Saunders and Iain R. Smith, "Southern Africa, 1795-1910". In *OHBE, Vol. III*, pp. 597-623.

Week 5 Tues. Feb. 9 Africa Partitioned: Egypt and the Scramble

Afaf Lutfi al-Sayyid Marsot, "The British Occupation of Egypt from 1882". In *OHBE, Vol. III*, pp. 651-664.

Colin Newbury, "Great Britain and the Partition of Africa, 1870-1914". In *OHBE, Vol. III*, pp. 624-50.

Thurs. Feb. 11 Mid-term Test (In Class)

READING WEEK-- FEBRUARY 15- No Class

Week 6 Tues. Feb. 23 The British Empire and the Islamic World

Francis Robinson, "The British Empire and the Muslim World". In *The Oxford History of the British Empire Vol. IV: The Twentieth Century*, edited by Judith Brown and W.M. Roger Louis. Oxford: Oxford Univ. Press, 2001, pp. 398-420. See also: <http://digirep.rhul.ac.uk/file/af8d750b-01b1-b826-aada-267fe68b63bc/5/oupbrempmus.pdf>.

Part 3: Psychological and Physical Tools of Empire—The Construction of Difference and Similarity

Thurs. Feb. 25 Empire and Race

Seymour Drescher, "The Ending of the Slave Trade and the Evolution of European Scientific Racism," *Social Science History*, Vol. 14, No. 3 (Autumn 1990), pp. 415-50 (JSTOR).

Harald Fischer-Tiné, "The Making of a "Ruling Race": Defining and Defending Whiteness in Colonial India," in *Racism in the Modern World: Historical Perspectives on Cultural Transfer and Adaptation*, edited by Manfred Berg and Simon Wendt (New York: Berghahn Books, 2014), pp. 213-235.

Joan Leopold, "British Applications of the Aryan Theory of Race to India, 1850–1870", *English Historical Review* 89 (1974), 578–603.

See also:

Linda Schiebinger, "The Anatomy of Difference: Race and Sex in 18th-Century Science," *Eighteenth Century Studies*, Vol. 23, No. 4 (Summer 1990), pp. 387-405 (JSTOR).

David Johnson, "Aspects of a Liberal Education: Late Nineteenth Century Attitudes to Race, from Cambridge to the Cape Colony," *History Workshop*, No. 36, Colonial and Post-Colonial History (Autumn 1993), pp. 162-182 (JSTOR).

H. L. Malchow, "Frankenstein's Monster and Images of Race in Nineteenth-Century Britain," *Past & Present*, No. 139 (May 1993), pp. 90-130 (JSTOR).

Week 7

Tues. Mar. 1 Empire and Sex, Women, and Gender

Ronald Hyam, "Empire and Sexual Opportunity," *Journal of Imperial and Commonwealth History*, Vol. 14, Issue 2 (1986), pp. 34-90. DA 10 J.6 U of G Library Stacks.

M.T. Berger, "Imperialism and Sexual Exploitation," *Journal of Imperial and Commonwealth History*, Vol. 17 (1988), pp. 83-98. DA 10 J.6 U of G Library Stacks.

Linda Bryder, "Sex, Race, and Colonialism: An Historiographical Review," *The International History Review*, Vol. 20, No. 4 (December 1998), pp. 806-22 (JSTOR).

Rosalind O'Hanlon, "Gender in the British Empire". In *OHBE, Vol. IV*, pp. 379-97.

Thurs. Mar. 3 The Social View: Empire and Class

David Cannadine, *Ornamentalism: How the British Saw Their Empire*. Oxford: Oxford Univ. Press, 2001, pp. 11-26. DA16.C28 U of G Library Reserve

John W. Cell, "Colonial Rule". In *OHBE, Vol. IV*, pp. 232-54.

Ronald Hyam, "Bureaucracy and 'Trusteeship' in the Colonial Empire". In *OHBE, Vol. IV*, pp. 255-79.

Week 8 Tues. Mar. 8 Colonial Responses to Imperial Ideologies

Susan Bayly, "The Evolution of Colonial Cultures: Nineteenth Century Asia". In *OHBE, Vol. III*, pp. 447-69.

Jesse S. Palsetia, "'Honourable Machinations': The Jamsetjee Jejeebhoy Baronetcy and the Indian Response to the Honours System in India," *South Asia Research*, Vol. 23, No. 1 (May 2003), pp. 55-76 (JSTOR).

Thurs. Mar. 10 The Impact of Technology

Robert Kubicek, "British Expansion, Empire, and Technological Change". In *OHBE, Vol. III*, pp. 247-69.

T.R. Metcalfe, "Architecture and the Representation of Empire: India, 1860-1910," *Representations*, Vol. 6 (1984), pp. 37-65 (JSTOR).

Part 4: The Enemies of the Imperial Idea

Week 9 Tues. Mar. 15 The Boer War

Mark Hampton, "The Press, Patriotism, and Public Discussion: C.P. Scott, the 'Manchester Guardian', and the Boer War, 1899-1902," *The Historical Journal*, Vol. 44, No. 1 (March 2001), pp. 177-97 (JSTOR).

Nicholas Owen, "Critics of Empire in Britain". In *OHBE, Vol. IV*, pp. 188-211.

See also:

Donal Lowry, "'The Boers were the beginning of the end'?: the wider impact of the South African War". In *The South African War Reappraised*, edited by Donal Lowry, Manchester: Manchester Univ. Press, 2000, 203-246.
DT1896.S68 U of G Library Reserve

**Thurs. Mar. 17 Essays Due/
 Empire and World War**

Robert Holland, "The British Empire and the Great War, 1914-1918". In *OHBE, Vol. IV*, pp. 114-37.

Hew Strachan, *The First World War* (New York: Penguin, 2005), Chapter 3 ('Global War', pp. 65-96) On-line resource, see U of G. Library.

Week 10 Tues. Mar. 22 Empire and Indian Nationalism: Journey's End

Judith M. Brown, "India". In *OHBE, Vol. IV*, pp. 421-46.

Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of India*. Cambridge: Cambridge University Press, 2002, Chapter 4, <http://www.apnaorg.com/books/english/concise-history-india/concise-history-india.pdf>.

Thurs. Mar. 24 The Middle East: The Imperial Retreat

Glen Balfour-Paul, "Britain's Informal Empire in the Middle East". In *OHBE, Vol. IV*, pp. 490-514.

See also:

Brian Lapping, *The End of Empire*. New York: St. Martin's Press, 1985, pp. 104-43. DA 16.L27 U of G Library Reserve

Week 11

Tues. Mar. 29 Africa: Black Resistance and White Mischief

Toyin Falola and A. D. Roberts, "West Africa". In *OHBE, Vol. IV*, pp. 515-29.

See also:

Simon C. Smith (ed.), "End of Empire: Africa". In *British Imperialism, 1750-1970*. Cambridge Perspectives in History Series. Cambridge: Cambridge University Press, 1998, pp. 110-19. DA16.S55 U of G Library Reserve

Thurs. Mar. 31 Decolonization: The Remains of the Day

David Strang, "Global Patterns of Decolonization, 1500-1987," *International Studies Quarterly*, Vol. 35, No. 4 (Dec., 1991), pp. 429-54 (JSTOR).

Week 12

Tues. Apr. 5 Review