New Course Request

Indiana University

School/Division: Liberal Arts

Academic Subject Code: HIST

Course Number: H477 (must be cleared with University Enrollment Services)

Instructor: Kelly

Course Title: British Imperialism, 1485-present

Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

First time this course is to be offered (Semester/Year): Spring/2008

Credit Hours: Fixed at ___3___ or Variable from ___ ___ to ___ ___

Is this course to be graded S-F (only)? Yes ___ No ___x___

Is variable title approval being requested? Yes ___ No ___x___

Course description (not to exceed 50 words) for Bulletin publication:

A comparative course on the various geographical regions absorbed into the British empire between 1485 and the present. It analyzes the experience of empire in the Americas, the Pacific, India, Africa and the Middle East through a variety of primary and secondary materials.

Lecture Contact Hours: Fixed at ___3___ or Variable from ___ ___ to ___ ___

Non-Lecture Contact Hours: Fixed at ___0___ or Variable from ___ ___ to ___ ___

Estimated enrollment: ___25___ of which ___0___ percent are expected to be graduate students.

Frequency of scheduling: ___Spring__ Will this course be required for majors? ___No___

Justification for new course: ___This is the only survey focusing on the history of British empire___

Are the necessary reading materials currently available in the appropriate library? ___Yes___

Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

R.E. Barone
Department Chairman/Division Director

Date 2/7/07

Approved by:

[Signature]

Date 3/15/07

Dean of Graduate School (when required)

Date

Chancellor/Vice-President

Date

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
HISTORY H477: BRITISH IMPERIALISM, 1485-PRESENT

MW 1:00-2:15, CA 221
INSTRUCTOR: DR. JASON M. KELLY
OFFICE: CA 504B
OFFICE HOURS: MW 9:15-10:15
OFFICE PHONE: 317.274.1689
EMAIL: JASKELLY@IUPUI.EDU
WEBSITE: WWW.ONCOURSE.IU.EDU

COURSE DESCRIPTION
This course is a reading-intensive comparative analysis of the geographical regions absorbed into the British Empire between the 1500s and the present. It is divided into a sequence of reading modules that focus on the Americas, the Pacific, India, Africa, and the Middle East. Students will read a variety of primary and secondary texts that focus on the lived experience of the peoples affected by the expansion of British imperial rule. Modules are generally chronological and consist of one survey lecture followed by discussions of readings and films. All modules also include a lecture devoted to group presentations, debates, or roundtables of relevant issues. Topics covered in this course include race, gender, class, slavery, historiography, historical methodology, ethics, nationalism, decolonization, and globalization.

COURSE OBJECTIVES
Contrary to what you may have learned in secondary school, history is not a mass of facts waiting to be memorized and organized into a chronological narrative. History is a discipline that requires its practitioners to exercise their critical and analytical skills to interpret the past. Historians must be able to uncover and comprehend a wide variety of historical sources whether they are textual, visual, material, or aural. Applying their understanding of these sources to various questions, which are themselves often the result of specific historical circumstances, historians do their best to approximate an objective representation of the human past.

In this course, you are all historians. Therefore, the assignments will encourage you to improve your ability to communicate effectively through writing and speech, to critically think about the course material, and to integrate and apply your knowledge in a variety of contexts. This course will challenge you on many levels. You will need to refine your understanding of the methodologies of the historical profession and use this knowledge to better understand a diverse array of societies, including their political, social, and cultural traditions. As such, this course conforms to IUPUI’s Principles of Undergraduate Learning. For more information, please see http://www.iupui.edu/~history/ugmain.html.

Assignments in this course will challenge you to learn on several levels. They will oblige you to learn the material at the most rudimentary level – through comprehension and basic knowledge of the historical details. This requires you to read assigned material closely, taking notes and writing questions in the margins. If you are simply highlighting passages that you consider to be important, you are not learning efficiently. The best way to take notes is to read a passage, then paraphrase it in your own words. If you have adequately
read and comprehended a reading, you will be able to answer the “who, what, when, and where” questions that I ask in lecture.

Once you have a good comprehension and knowledge of the course material, you will be prepared to analyze it, answering the “how” and “why” questions in this course. These are the answers on which we will focus most of the time. For example, I will ask you to identify cause and effect for various historical phenomena. I will also require you to give evidence for your answer. I will also ask you to compare and contrast various phenomena and explain why they differ. Remember, "cause and effect"/"compare and contrast" questions in history are rarely simple, and they necessitate that you think creatively about a wide range of possible answers.

At the most advanced level of learning in this course, I will expect you to be able to synthesize what you have learned and evaluate a variety of documents and opinions. Your evaluation of other people’s arguments or your original interpretation of historical sources requires that you both comprehend the basic course material and are able to analyze it before you begin your evaluation. Remember, in history, regardless of what you “feel” or “believe,” you must support your assertions with empirical evidence. So, if you make an argument, be sure to support it with credible data.

**READING**

**Books and Articles**

- Links to all articles are available through Oncourse.

Choose one title from the following list of books for your book review:

ANNOUNCEMENTS
You are responsible for all announcements that I make during lecture or through Oncourse. If there is any adjustment to the syllabus, I will announce it in class or through email. You are responsible for checking your email regularly and guaranteeing that your Oncourse email settings are correct. You may email me through Oncourse or come to my office hours for any announcements you missed. If you do not know how to use Oncourse, it is your responsibility to seek tutoring. I will briefly cover some basics of Oncourse in class, but if you do not understand how to use it, you should visit https://oncourse.iu.edu/portal/help/main for more information.

GRADING
The grade breakdown is as follows:

CLASS ATTENDANCE 10%
PARTICIPATION: 20%
CLASS PRESENTATION 1* 10%
CLASS PRESENTATION 2* 10%
ONLINE DISCUSSION (600 WORDS)* 10%
PAPER 1 (1250 WORDS)* 10%
PAPER 2 (1250 WORDS)* 15%
BOOK REVIEW (1250 WORDS)* 15%

*Detailed instructions and examples will be handed out in class.

Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Your papers should be handed to me at the beginning of lecture on the day that they are due. If you turn your papers in late (once class has begun your papers are late), you will lose 10 points per day. If you neglect to complete any of the above assignments, you will fail the course. If you cannot take the exam on the assigned date, you should contact me in advance so we can set up an alternate time. If you miss an exam or presentation due to extraordinary circumstances, it is your responsibility to contact me as soon as possible to discuss scheduling a make-up.

Part of your responsibilities as a student includes participation in Oncourse discussion forums, chat rooms, and/or email conversations as well as in-class discussions. To get class credit for Oncourse discussions, you are required to submit at least two well-conceived posts for each assignment. You may either answer a question that I post or another student posts or you may formulate your own questions. I will provide you with examples of good online posts in class.

If you desire to dispute a grade, you may submit an explanation to me in writing. State your points of contention and your reasons for them. Upon review of your assignment, I reserve the right to raise, lower, or keep your grade the same. If you are not in class on the day that I give back your assignment, you must get your grade from me promptly.
I highly recommend taking advantage of all study and writing resources available on campus.

- **University Writing Center**
  The University Writing Center provides tutoring for students, staff, and faculty on all kinds of writing assignments and projects. A tutoring staff consisting of faculty and peer tutors work with their clients to understand assignments; brainstorm ideas; relate purpose and audience; develop, organize, revise, and edit pieces of writing.

- **The Bepko Learning Center**
  The Bepko Learning Center offers free Academic Mentoring to aid students in various courses. Mentoring is different from tutoring in that students are not provided with the answers to their questions, but are guided in the right direction by their mentor and through collaborative interaction with other students. This process allows the students to learn valuable skills that will be beneficial to them throughout their academic careers.

- **IUPUI Library Reference Desk**

**LECTURES**
This course meets once a week. ATTENDANCE IS MANDATORY!!! I expect you to be prepared to discuss the course themes and readings during every lecture. We will spend most of every lecture discussing your readings and research.

Preparation and participation are integral components to success in this course. Make sure you spend time reading and analyzing the required texts before you arrive at lecture. I expect each of you to share your thoughts throughout the semester. Discussions with your peers are some of the most entertaining and educational times you spend in class, so come prepared to debate. BRING YOUR READER WITH YOU!!! If you would like to discuss readings with me, be sure to take advantage of my office hours.

Part of your responsibilities as a student includes participation in Oncourse discussion forums, chat rooms, and/or email conversations as well as in-class discussions. To get class credit for Oncourse discussions, you are required to submit at least two well-conceived posts (300 words) for each assignment. You can post your own questions or answer mine, but you must respond to at least one question that another student posts. I will provide you with examples of good online posts in class, but keep in mind that anything you post must be supported with empirical evidence from reputable sources (not Wikipedial).

If you desire to dispute a grade, you may submit an explanation to me in writing. State your points of contention and your reasons for them. Upon review of your assignment, I reserve the right to raise, lower, or keep your grade the same. If you are not in class on the day I give back your assignment, you must get your grade from me promptly.

At IUPUI, Adaptive Educational Services (AES) works to make campus life and learning accessible for students with disabilities. AES assists students in achieving their educational
goals through such services as note taking, interpreting, and test proctoring. Visit the AES webpage at: http://life.iupui.edu/aes/ or call them at 317.274.3241.

CLASSROOM ETIQUETTE

The classroom is a space for learning. Therefore, it is every student's responsibility to foster a productive educational atmosphere. This means that cell phones, pagers, Blackberry messaging devices and the like should be turned off. Newspapers, books, and materials from other courses should be put away. If you use a computer in the classroom, it should only be used for taking notes or supplementing the lecture discussion. If you are late to class, try to make as little a disturbance as possible. If you need to leave early, please inform me before class begins and sit near the door to avoid disturbing your fellow students.

Anything you post online or say in class must conform to the standards of polite and constructive dialogue. This does not mean that you cannot disagree with another person. It just means that you must disagree politely. If I feel that you are not abiding by the standards of polite etiquette, I will notify you and may deduct points from your grade. For those of you looking for more information on internet etiquette, see http://www.library.yale.edu/training/netiquette/index.html.

In cases of student misconduct in the classroom or online, I will follow the procedures outlined in http://www.indiana.edu/~ufc/docs/AX05/Circulars/UI0-2005-approved.htm.

SOURCES

This course makes extensive use of a variety of source material -- some of which you may not often see in history courses. In addition to the typical sources you find in a history lecture or textbook, such as political tracts, letters, or laws, this course examines artwork, films, philosophical treatises, literature, and material objects. This is because all of these sources are historical documents. For example, literature can make profound statements about the ideals, values, and problems of a particular society. An artwork is as much a reflection of a society as a piece of legislation, and both provide important historical insights. Therefore, you will be exposed to an interdisciplinary view of history, the purpose of which is to give you a well-rounded introduction to historical topics and themes.

You are expected to understand the difference between primary and secondary sources, an important distinction in a history course. Primary documents, simply put, are historical materials (textual, visual, or material) that were created in the period being studied. Secondary documents are historical materials (textual, visual, or material) created at a later date which analyze an earlier period. For example, a letter written by Charles I in 1640 is a primary document. A textbook written in 1960, which analyzes Charles I's letter is a secondary source. For more information on primary and secondary sources, see http://college.hmco.com/history/us/berkin/history_handbook/1e/students/activities.html
PLAGIARISM/CHEATING

I will not tolerate either of these. Cheating includes copying answers from another student or bringing notes to an exam. Plagiarism is using the words or ideas of another person in your work and presenting them as your own. I will fail you for either of these. Additionally, I will report you to the Dean of Student Affairs. If you have any questions as to what constitutes plagiarism or cheating, see me or see the “Code of Student Rights, Responsibilities, and Conduct” online at http://www.iupui.edu/code/.
I. Introduction

Lecture 1: What is Imperialism?

Lecture 2: Imperialism and Historiography

Lecture 3: Methodology

II. The Americas: 1492-1800

Lecture 4: British Colonialism in the Americas, 1492-1800


Lecture 5: Narratives of Exploitation

Lecture 6: Slavery

Lecture 7: Experiencing Slavery: Africa and the Americas
Steven Mintz, “Excerpts from Slave Narratives #1-9,” ed. Steven Mintz, online at <http://www.vgskole.net/prosikt/slavnuc/primary.htm>


Lecture 8: Film: Guy Deslauriers, dir., The Middle Passage (HBO Films, 2002)

Lecture 9: Group Presentation Preparation

Lecture 10: Debates over Slavery and its Consequences (Presentations Due)

1807 Commemorated:
http://www.history.ac.uk/1807commemorated/index.html
III. The Pacific: Contacts and Exploration in the Enlightenment

Lecture 11: Exploration and the Enlightenment

Lecture 12: Hawai’i Encounters Captain Cook

Lecture 13: Who Can Speak for the Other? (Discussion)


Lecture 14: Response Paper Workshop

IV. India, 1700-1948

Response Paper Due

Lecture 16: The East India Company

Lecture 17: The 1857 Revolution and Its Significance


Lecture 18: Independence and Its Consequences

V. Africa, 1860-1980

Lecture 19: The Scramble for Africa
Response Paper Due
Lecture 20: Black Experience and the Empire (1)

Lecture 21: Black Experience and the Empire (2)


Lecture 23: Group Presentation Preparation

Lecture 24: Independence and African Society (*Presentations Due*)

Lecture 25: Decolonization, Immigration, and the Legacy of Empire
(A Panel Discussion with IUPUI Faculty; all students must bring five relevant questions to turn in at the beginning of the discussion)

VI. The Ottoman Empire and the Middle East

Lecture 26: The Ottoman Empire in the Nineteenth Century

Lecture 27: Mandates and their Legacy

Lecture 28: The Politics of the Veil
(A Panel Discussion with IUPUI Faculty; all students must bring five relevant questions to turn in at the beginning of the discussion)


Suggested Reading:

"The Question of Hijab, Suppression or Liberation?," The Institute of Islamic Information and Education. Online at http://www.usc.edu/dept/MSA/humanrelations/womeninislam/whatisabijab.html


VII. Colonialism and Its Critics


Lecture 30: The Postcolony and Globalization (Discussion)

Book review due