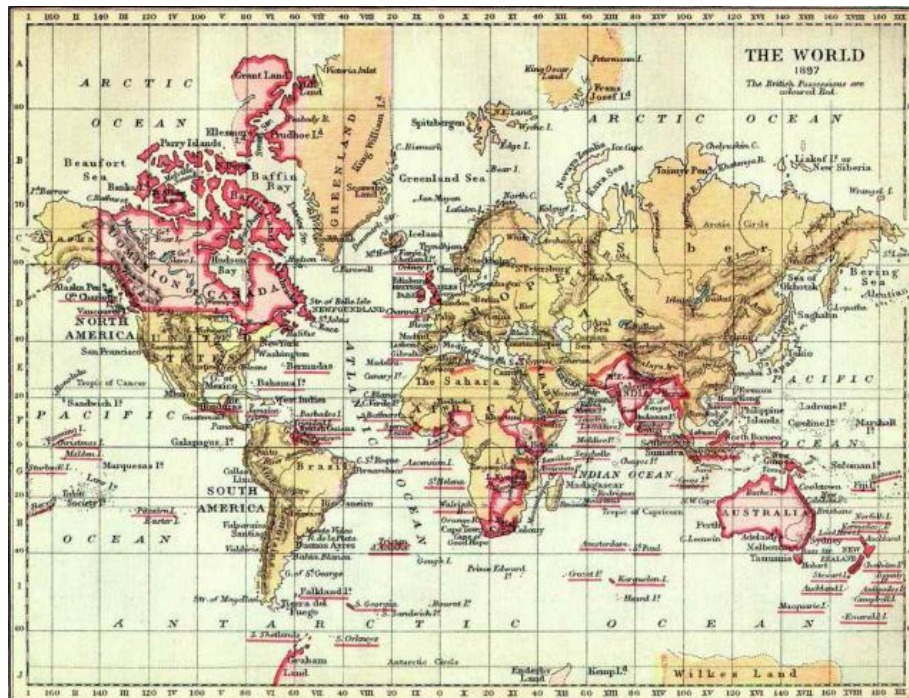


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## HIS 314 01: The Modern British Empire, 1750 to the Present T/TH 11:00am-12:15pm, SOEB 110

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**Instructor:** Jill Bender  
**Office:** MHRA 2116  
**Office Hours:** Mondays, 1:30-2:30pm; Thursdays, 1:00-2:00pm; and by appointment  
**Email:** jcbender@uncg.edu

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### **COURSE DESCRIPTION:**

From the mid-eighteenth century to the 1960s, the British Empire was the most powerful empire in the world. At its height, the British Empire ruled a quarter of the world's population, controlled a fifth of its dry land surface, and dominated its oceans. As a result, British imperialism significantly shaped the modern era. This course examines the rise and decline of the British Empire from roughly the loss of the American colonies to the aftermath of decolonization. We will examine a variety of sources for insight into colonial encounters and the later interpretations of historians. Major themes include: the changing nature of imperial expansion, methods of colonial rule, the relationship between the colonizer and the colonized, challenges to imperial control, and the continuing legacies of British imperialism.

## **Student Learning Objectives:**

Upon completion of this course, students will be able to:

1. Identify the significance of major people, places, and events in the history of the modern British Empire
  2. Analyze primary and secondary sources representing different points of view.
  3. Use evidence based reasoning to interpret the past coherently while developing and presenting a written argument.
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## **REQUIRED TEXTS:**

The following books are available for purchase at the university bookstore:

Philippa Levine, *The British Empire: Sunrise to Sunset* (Harlow, England: Pearson Longman, 2007).

Trevor R. Getz and Liz Clarke, *Abina and the Important Men: A Graphic History* (New York; Oxford: Oxford University Press, 2012).

All other reading material will be available on the course Blackboard site or distributed in class.

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## **COURSE REQUIREMENTS:**

### **Participation**

To perform well in this course, you must attend all classes, take notes, and thoroughly engage with the assigned readings. A portion of most class meetings will involve discussion and often group work. With this in mind, students should complete all reading assignments in advance and come to classes prepared to participate—in other words, ready to ask questions, discuss the assigned readings, and participate in any in-class assignments. *Students must bring a copy of the assigned readings and their notes to class meetings.*

### **Papers (SLO 2 and SLO 3)**

Students will be required to write four short papers over the course of the semester (due January 30<sup>th</sup>, February 20<sup>th</sup>, March 20<sup>th</sup>, and April 17<sup>th</sup>). These papers are designed to build your understanding of primary and secondary source analysis. Additional information on each paper topic will be provided in advance. Papers are due in class. I do not accept emailed copies of papers.

All papers need to be double-spaced, with 12 point font, and standard margins. Please cite sources using footnotes or endnotes. Plagiarism is a breach of the university's academic integrity policy. For more information on this policy, see <http://academicintegrity.uncg.edu/complete/>.

*Note on late papers:* All papers are due on Thursdays. If you turn in your paper the following Tuesday, the grade will be reduced by 2/3 of a letter grade (i.e., an A paper becomes a B+). If

you turn in your paper one week late, the grade will be reduced by a full letter grade (an A becomes a B). Papers will not be accepted after one week and a 0 will be recorded.

**Exams (SLO 1)**

There will be two exams in this course. Both exams will be content-driven, based largely on the lectures, readings, and class discussions. The mid-term exam will be on Thursday, March 6<sup>th</sup>. The final exam will be on Thursday, May 1<sup>st</sup>. Review sheets will be provided in advance of both exams. Unless a student can provide a properly documented excuse (preferably in advance), there will be no make-up exam for either the midterm or the final exam—mark your calendars now!

**Grading**

Grades will be based on three different aspects of student performance: (1) papers (2) exams and (3) participation. The final grade will be determined according to the following calculation:

<b>Papers</b>	<b>50% total</b>
Primary Source Analysis #1	10%
Primary Source Analysis #2	15%
Secondary Source Analysis #1	10%
Secondary Source Analysis #2	15%
<b>Exams</b>	<b>35% total</b>
Midterm Exam	15%
Final Exam	20%
<b>Participation</b>	<b>15%</b>

**Grading Scale**

A+: 97-100	B+: 87-89	C+: 77-79	D+: 67-69	F: 0-59
A: 93-96	B: 83-86	C: 73-76	D: 63-66	
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62	

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**SEMESTER SCHEDULE**

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**WEEK ONE**

**Jan 14:** Introduction

**Jan 16:** The Empire Begins...

*Read:* Levine, *The British Empire*, Preface; Chapter 1  
Ferguson, *Empire*, Chapter 1, pages 1-20

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## WEEK TWO

**Jan 21:** Crisis in the Atlantic Empire

**Read:** L. Colley, *Captives*, “Revolutions,” 203-238.

**Recommended Reading:** Levine, *The British Empire*, Chapter 3

**Jan 23:** After America: A Second British Empire?

**Read:** No Reading Assignment

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## WEEK THREE

**Jan 28:** Humanitarianism, Evangelicalism, and Abolition

**Read:** Levine, *The British Empire*, Chapter 2

William Wilberforce, “The African Slave Trade” (1789) (excerpt)

**Jan 30:** The British in India

**\*\*\*PRIMARY SOURCE ANALYSIS #1 DUE\*\*\***

**Read:** Levine, *The British Empire*, 61-73

Mountstuart Elphinstone, “Indian Customs and Manners” (1840)

T. Macaulay, “Minute on Indian Education” (1835)

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## WEEK FOUR

**Feb 4:** The Settler Colonies

**Read:** Levine, *The British Empire*, Chapter 4

J. S. Mill, “On Colonies and Colonization” (1848)

*The Treaty of Waitangi* (1840)

**Feb 6:** Informal Empire

**Read:** John Gallagher and Ronald Robinson, “The Imperialism of Free Trade,” *The Economic History Review* 6, 1 (1953)

**Listen to:** *Talking Empire: The Gallagher-Robinson Controversy*, Episode one: Jack Gallagher, Ronald Robinson and ‘The Imperialism of Free Trade’

<https://soundcloud.com/university-of-exeter/talking-empire-1>

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## WEEK FIVE

**Feb 11:** The Irish Question

**Read:** Documents on Pre-Famine and Famine Ireland

**Recommended Reading:** Kevin Kenny, “Ireland and the British Empire: an Introduction,” *Ireland and the British Empire*, 1-25.

**Feb 13:** Race and the British Empire

**Read:** Thomas Carlyle, "Occasional Discourse on the Negro Question," *Fraser's Magazine* (1849)

J. S. Mill, "The Negro Question," *Fraser's Magazine* (1850)

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## WEEK SIX

**Feb 18:** The Empire Strikes Back?

**Read:** Levine, *The British Empire*, 76-81.

Documents on the 1857 Indian Uprising

**Feb 20:** Britain and Africa \*\*\*PRIMARY SOURCE ANALYSIS #2 DUE\*\*\*

**Read:** Levine, *The British Empire*, Chapter 6

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## WEEK SEVEN

**Feb 25:** Representations of Empire I

**Read:** Getz and Clarke, *Abina and the Important Men*, 1-93

**Feb 27:** Representations of Empire II

**Read:** Getz and Clarke, *Abina and the Important Men*, 95-137

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## WEEK EIGHT

**Mar 4:** Review for midterm

**Mar 6:** MIDTERM

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## WEEK NINE

**Mar 11:** *No Classes*

**Mar 13:** *No Classes*

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## WEEK TEN

**Mar 18:** The South African War  
*Read:* Documents on the South African War

**Mar 20:** World War I  
*Read:* Levine, *The British Empire*, 166-170

**\*\*\*SECONDARY SOURCE  
ANALYSIS #1 DUE\*\*\***

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**WEEK ELEVEN**

**Mar 25:** The Rise of Nationalism  
*Read:* Documents on the Easter Rising

**Mar 27:** Empire's Discontents: Ireland  
*Read:* Documents on the Anglo-Irish Treaty

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**WEEK TWELVE**

**Apr 1:** From Empire to Commonwealth  
*Read:* Levine, *The British Empire*, 170-173  
John Darwin, "A Third British Empire? The Dominion Idea in Imperial Politics?"  
*The Oxford History of the British Empire*, vol. IV: *The Twentieth Century*  
(Oxford: OUP, 1999), 64-87.

**Apr 3:** The End of Empire  
*Read:* Levine, *The British Empire*, 173-179  
Documents on the 'transfer of power' to India

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**WEEK THIRTEEN**

**Apr 8:** Decolonization  
*Read:* Levine, *The British Empire*, 179-190; Chapter 11

**Apr 10:** *No Class*

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**WEEK FOURTEEN**

**Apr 15:** Decolonization and its Aftermath

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**Read:** Stephen Howe, "Flakking the Mau Mau Catchers," *Journal of Imperial and Commonwealth History* 39, 5 (2011): 695-697.

**Articles from the following:**

David M. Anderson, "Mau Mau in the High Court and the 'Lost' British Empire Archives: Colonial Conspiracy or Bureaucratic Bungle?" *The Journal of Imperial and Commonwealth History?* 39, 5 (2011): 699-716.

Hugh Bennett, "Soldiers in the Court Room: The British Army's Part in the Kenya Emergency under the Legal Spotlight," *The Journal of Imperial and Commonwealth History?* 39, 5 (2011): 717-730.

Caroline Elkins, "Alchemy of Evidence: Mau Mau, the British Empire, and the High Court of Justice," *The Journal of Imperial and Commonwealth History?* 39, 5 (2011): 731-748.

**Apr 17:** Britain after Empire **\*\*\*SECONDARY SOURCE ANALYSIS #2 DUE\*\*\***

**Read:** Bhikhu Parekh, *The future of multi-ethnic Britain: report of the Commission on the Future of Multi-Ethnic Britain* (London: Profile Books, 2000). (excerpts)

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**WEEK FIFTEEN**

**Apr 22:** Empire After Britain

**Read:** R. K. Narayan, "Lawley Road" (1956)

**Apr 24:** Conclusion

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**\*\*\*Final Exam: Thursday, May 1, 2013, 12-3pm\*\*\***

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