

HIS 511C Peripheries of Empire: Ireland and India
Thursdays: 3:30-6:20, MHRA 3204



PROFESSOR: Dr. Jill Bender

OFFICE: MHRA 2116

OFFICE HOURS: Mondays, 1:30-2:30; Thursdays, 1:00-2:00; and by appointment

EMAIL: jcbender@uncg.edu

COURSE DESCRIPTION:

India is nearly fifty times the size of Ireland and has a population larger than 1 billion people. Ireland, on the other hand, has a population of less than 5 million. Despite the obvious differences between contemporary Ireland and India, the two countries also share a history shaped by British imperial rule. During the nineteenth and twentieth centuries, Ireland and India were two of the most important colonies in the British Empire. Furthermore, individuals in both colonies frequently interacted and cooperated with each other. In this course, we will examine the similar methods of colonial rule and means of colonial resistance adopted by individuals in both India and Ireland. Topics examined during the semester will include famine, nationalism, and decolonization. The course will not only reveal the complexity and multi-faceted nature of imperialism, but also will permit students to examine historical questions in two different regions. Most importantly, students will conceptualize, research, and write papers on a related topic of their own choosing.

Student Learning Objectives:

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

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in modern Ireland and India.
 2. Compare broad historical themes across national boundaries
 3. Identify and locate appropriate primary and secondary sources
 4. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
 5. Use evidence-based reasoning to interpret the past coherently while developing an original written and spoken argument.
 6. Evaluate historiographical debates within the field of imperial history.
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COURSE REQUIREMENTS:

Attendance and Participation (SLO 1, 2, 4, and 6): Class participation and attendance is essential (this includes both the Library session on February 6 and the Speaking Center session on March 20—both are mandatory). Each week you need to come to class ready to participate—in other words, you need to have completed **all** of the assigned readings, taken notes, prepared questions and/or comments, and completed any writing assignments. Please bring a copy of the assigned readings to class. Any unexcused absences will result in a 0 for participation. More than four absences (total) will result in an F for the course.

Writing Assignments: The primary purpose of this course is to guide students as they write a 15-20 page, research paper. Writing a solid research paper takes time, planning, and rewriting (among other things). This is not a project that can be completed the night before it is due. In order to emphasize the importance of planning and editing, I have developed a number of short assignments that will walk you through the many steps involved in producing a research paper. Below I have identified these steps and provided brief descriptions of each assignment. More information will be provided as the semester progresses. Ideally, these assignments will also make the process less intimidating and more fun (you read that correctly—historical research and writing can be fun!).

Step 1: Identify a research question

Identifying a research topic often begins with a question. Not a question that can be answered with a short yes or no or even a simple sentence. Instead, you want to ask a question that will provide deeper insight into the past. As you read the weekly assigned readings think about the questions that historians are asking. How do they answer these questions? What sources do they use to answer these questions? What is their argument? What questions about the topic are left unanswered? This final question—what questions about the topic are left unanswered—will point you in the direction of your own research question.

Assignment #1: List of 2-3 possible topics (SLO 1, 3, and 5)

Step 2: Building a research topic

Once you have a question in mind, you will want to start to find answers. The first step is to identify possible sources. What have historians already written about this topic? What sources have they used? What sources would allow you to find answers to your own question and are these sources available at Jackson Library, through appropriate internet archives, or via Interlibrary Loan?

Assignment #2: List Possible Sources (one secondary source and one primary source) (SLO 3)

Assignment #3: Proposal (SLO 3, 4, 6)

Assignment #4: Annotated Bibliography (SLO 3, 4, 6)

Step 3: Creating an argument

Once you begin your primary research, what answers do you find? What patterns can you detect in the sources? And what is the best way to present this argument? Often, this step involves significant outlining and writing as you think about and reconsider the best ways to organize your evidence so that it makes sense to a larger audience.

Assignment #5: Outline (SLO 1, 2, 3, 4, 5, and 6)

Step 4: Writing and writing and writing

Writing a research paper rarely (never?) occurs in one go. Rather, you will want to write a draft, receive peer reviews, and rewrite (editing in response to reviews). Furthermore, reviewing each other's work will strengthen your own writing by providing you with an opportunity to consider other arguments and how to present your questions and critiques in a helpful and constructive manner.

Assignment #6: Polished First Draft (SLO 1, 2, 3, 4, 5, and 6)

Assignment #7: Peer review (SLO 1, 2, and 6)

Formal Presentation (SLO 5): Students will be required to provide a formal, 15-20 minute presentation to their peers, during which they will describe their project, sources, and findings. In preparation, on March 6th, students are required to attend a 50 minute Speaking Center workshop.

Final Papers (SLO 1, 2, 3, 4, 5, and 6): Students will produce a 15-20 page research paper based on primary and secondary sources. Although paper topics will vary according to individual student interests, all papers must relate to the course theme of Ireland, India, and the British Empire. The final paper with bibliography and notes must be submitted via email to jcbender@uncg.edu by 5pm, Monday, April 28th.

Due Dates: The assignments for this class are designed to build upon each other and guide students toward the production of an original research paper. As a result, it is essential that students turn in all assignments, on time. Any late assignments will be penalized by 1/3 letter grade per day.

Academic Integrity Policy: Please cite your 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/>.

Final Grades will be calculated according to the following:

Participation and Attendance:	10%
Writing Assignments:	40% (total)
#1 List of Possible Topics	5%
#2 List of Possible Sources	5%
#3 Proposal	5%
#4 Annotated Bibliography	5%
#5 Outline	5%

#6 Polished First Draft	10%
#7 Peer Review	5%
Formal Presentation:	10%
Final Paper:	40%

Letter grades will be assigned as follows:

98-100 A+	87-89 B+	77-79 C+	67-69 D+	0-59 F
93-97 A	83-86 B	73-76 C	63-66 D	
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

READINGS:

The following book is **required** and is available for purchase at the university bookstore:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. (Boston and New York: Bedford/St. Martin's, 2010).

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

Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, 3rd ed. (London and New York: Routledge, 2011).

Senia Pešeta, *Modern Ireland: A Very Short Introduction* (Oxford and New York: Oxford University Press, 2003).

Although not required, *Modern South Asia* and *Modern Ireland* will provide additional insight into the narrative histories of Ireland and India. I highly recommend that students purchase them and refer to them throughout the semester. **Additional readings will be provided via Blackboard.**

PART I: SETTING THE STAGE

Jan 16: Introduction to the Course

No reading assignment

Jan 23: Ireland, India, and British Empire

Suggested Background Reading:

Kevin Kenny, "Ireland and the British Empire: An Introduction," *Ireland and the British Empire*, ed. Kevin Kenny (Oxford: Oxford University Press, 2004), 1-25.

Sugata Bose and Ayesha Jalal, "The First Century of British Rule, 1757 to 1857: State and Economy," *Modern South Asia: History, Culture, Political Economy* (London and New York: Routledge, 1998), 67-75.

Robin J. Moore, "Imperial India, 1858-1914," *The Oxford History of the British Empire*, vol. III, *The Nineteenth Century*, ed. Andrew Porter (Oxford; New York: Oxford University Press, 1999), 422-446.

Required Reading:

C.A. Bayly, "Ireland, India and empire, 1780-1914," *Trans. Royal Hist. Soc.* 6th ser., 10 (2000), 377-397.

T. G. Fraser, "Ireland and India," *An Irish Empire?: Aspects of Ireland and the British Empire*, ed. K. Jeffrey (Manchester: Manchester University Press, 1996), 77-93.

Rampolla, *A Pocket Guide to Writing in History*, Chapters 1-3b

Due: List of 3-5 Possible Research Topics (this list will be revised and turned in next week)

PART II: COMPARATIVE EXAMPLES

Jan 30: The Great Irish Famine

Reading:

Peter Gray, *The Irish Famine* (New York: Harry N. Abrams, Inc., 1995) (select chapters)

James S. Donnelly, Jr., "Introduction," *The Great Irish Potato Famine* (United Kingdom: Sutton Publishing, 2002), 1-40.

Due: Assignment #1: Revised List of 1-3 Research Topics

Feb 6: Library Workshop

Reading: We will meet at the Library for a workshop from 3:30-5

Assignment: We will meet after the workshop to discuss proposed research topics.

Feb 13: Famines in Ireland and India – Comparative Approaches

Reading:

Mike Davis, “Victoria’s Ghosts,” *Late Victorian Holocausts: El Niño Famines and the Making of the Third World* (London; New York: Verso, 2001), 25-59.

Jill Bender, “The Imperial Politics of Famine: The 1873-74 Bengal Famine and Irish Parliamentary Nationalism,” *Éire-Ireland* 42: 1&2 (Spring/Summer 2007): 132-156.

Rampolla, *A Pocket Guide to Writing in History*, Chapters 4-5

Due: Assignment #2: List of Possible Sources

Feb 20: Nationalist Collaboration in Ireland and India

Reading:

Howard Brasted, “Indian Nationalist Development and the Influence of Irish Home Rule, 1870-1886,” *Modern Asian Studies* 14:1 (1980): 37-63.

Jennifer Regan-Lefebvre, “‘I stand beside you as a comrade’: Irish and Indian Political Collaboration,” in *Cosmopolitan Nationalism in the Victorian Empire: Ireland, India and the Politics of Alfred Webb* (Houndmills, Basingstoke, Hampshire, New York: Palgrave Macmillan, 2009), 128-153.

Due: Assignment #3: Proposal

Feb 27: Military Opportunities—Irish and Indian Mutinies

Reading:

Michael Silvestri, “‘The Remains Ireland’s Loneliest Martyr’: The Commemoration of the Connaught Rangers Mutiny,” *Ireland and India: Nationalism, Empire and Memory* (Basingstoke: Palgrave Macmillan, 2009), 46-75.

Brian Padraic O’Shasain, “Shane O’Neill discovers India,” *The Independent Hindustan* 1:3 (November 1920), 55-58, 70:
<http://www.saadigitalarchive.org/item/20120111-576>

Thomas Bartlett, “The Connaught Rangers Mutiny India, July 1920,” *History Ireland* 6:1 (Spring 1998), 5-7.

Rampolla, *A Pocket Guide to Writing in History*, Chapters 6-7

Due: Informal presentation on projects

March 6: Decolonization and Violence

*****This class will also include a 50 minute workshop with the UNCG Speaking Center*****

Reading:

Please look at the National Library of Ireland's online exhibition on the 1916 Rising, which can be found at http://www.nli.ie/1916/1916_main.html

Charles Townshend, "The Irish Republican Army and the Development of Guerrilla Warfare, 1916-1921" *The English Historical Review* vol. 92, no. 371 (April 1979), 318-345.

Michael Silvestri, "The 'Sinn Fein of India': Irish Nationalism and the Policing of Revolutionary Terrorism in Bengal, 1905-1939," *Journal of British Studies* (October, 2000): 454-486.

Due: Assignment #4: Annotated Bibliography

March 13: No classes

March 20: Decolonization and Partition

Reading:

Nicholas Mansergh, "The Prelude to Partition: Concepts and Aims in Ireland and India," *Nationalism and Independence: Selected Irish Papers by Nicholas Mansergh*, ed. Diana Mansergh (Cork: Cork University Press, 1997): 32-63.

Documents on "The Troubles" in Ireland

Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Duke University Press, 2000): 3-20.

Due: Assignment #5: Outline

PART III: FINAL RESEARCH PROJECTS

March 27: Formal Presentations (1/2 the class)

Reading: No reading assignment

April 3: Formal Presentations (1/2 the class)

Reading: No reading assignment

April 10: Drafts Due! (We will not have class—please email an electronic copy to me and one to your peer by 5pm)

Reading: No reading assignment

Due: Assignment #6: Polished First Draft, complete with notes and bibliography

April 17: Review

Reading: one peer paper

Due: Assignment #7: Peer Review (please bring 2 copies: 1 for your peer and 1 for me)

April 24: Final Comments and Conclusion

FINAL PAPERS are due by 5pm on Monday, April 28th. Please email an electronic copy to me at jcbender@uncg.edu.