HIS 514 Ireland, India, and the British Empire
Mondays: 3:30-6:20pm, MHRA 2204

PROFESSOR: Dr. Jill Bender
OFFICE: MHRA 2116
OFFICE HOURS: Mondays and Wednesdays, 9:45-10:45am; and by appointment
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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. Particular themes include: famine, nationalism, military involvement, violence, and partition. The course not only reveals the complexity and multi-faceted nature of imperialism, but also encourages students to examine historical questions in two different regions and from multiple perspectives.

Student Learning Outcomes:
Upon completion of this course, undergraduate students (UG) will be able to:
1. Explain broad historical themes across national boundaries. (UG-SLO 1)
2. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in modern Ireland and India. (UG-SLO 2)
3. Compare the central arguments of assigned secondary readings. (UG-SLO 3)
4. Analyze primary sources representing different points of view. (UG-SLO 4)
5. Use evidence-based reasoning to interpret the past coherently while developing and presenting a written argument. (UG-SLO 5)
6. Identify the historical roots of significant debates in today’s world. (UG-SLO 6)

Upon completion of this course, graduate students (G) 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. (G-SLO 1)

2. Synthesize material read from a variety of sources to produce a larger analytical conclusion. (G-SLO 2)

3. Demonstrate their knowledge of historical and historiographical debates during class discussions and class presentations. (G-SLO 3)

4. Evaluate historiographical debates within the field of imperial history through written work. (G-SLO 4)

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EVALUATION AND GRADING:

**Undergraduate Requirements**

**Response Papers:** Students are required to write 3 short papers over the course of the semester. Students should draw from and cite at least 2 of the assigned readings in each paper. See below for topics, grade percentage, and due dates—all papers are due at the start of class. I will not accept late or emailed papers; please plan ahead! Papers should be 2-3 pages in length (typed, double-spaced, Times New Roman, 12pt font, standard margins).

**Paper Topic #1 (10%):** The first paper will be due on February 2, 2014. This paper is a response paper based on the course readings and should examine Ireland and India within a comparative framework. (UG-SLO 1, 2)

**Paper #2 (15%):** Paper two is also a response paper and should be based on the readings for one of the course themes covered before Spring Break: Famine (due February 16) or Nationalism (due March 2). (UG-SLO 3, 5)

**Paper #3 (15%):** Paper three is also a response paper and should be based on the readings for one of the course themes covered after Spring Break: Military Involvement (due March 23), Violence (due April 6), or Partition (due April 20). (UG-SLO 3, 4, 5)

**Final Paper 40%:** Each student will produce an 8-10 page paper on a comparative topic covered in this course. (UG-SLO 1, 2, 5) The assignment will be broken down as follows:

- Topic Proposal (due March 16) 5%
- Proposed bibliography (due March 30) 5%
- Final paper (due April 27) 30%

**Participation and Attendance 20%:** Class participation and attendance are essential. 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, and prepared questions and/or comments. Please bring a copy of the assigned readings and notes to class.

While students are not required to dominate all discussions, each student should attempt to contribute to the class discussion at least once during all meetings and be actively engaged in
group discussions. Participation will be recorded as follows: Excellent (A); Good (B); Satisfactory (C); and Unsatisfactory (D). For a more thorough break-down of participation expectations, please see the rubric provided on the course Blackboard site.
Each student is permitted one unexcused absence. Any additional unexcused absences will result in a 10 point deduction from your participation grade. I reserve the right to drop anyone who misses three or more classes. (UG-SLO 1, 2, 3, 4, 6)

**Graduate Requirements**

**Response Papers 40% (10% each):** Graduate students must write 4 short response papers over the course of the semester. Each of these papers should be based on the readings for one of the course themes: famine, nationalism, military involvement, violence, and partition. See below for due dates—all papers are due at the start of class. I will not accept late or emailed papers; please plan ahead! Papers should be 2-3 pages in length (typed, double-spaced, Times New Roman, 12pt font, standard margins). These papers should both evaluate the argument of the various readings and place the readings within historiographical context. (G-SLO 1, 2, 4)

**Final Historiography Paper 30%:** Historiography is the history of history—the way in which history has been interpreted and written about over time. A historiographical essay provides a critical overview of a variety of historical perspectives and scholarly interpretations of one particular topic. For HIS 514, graduate students will write a 15-20 page historiographical essay that addresses one of the debates or themes covered in the course. This paper should evaluate the argument of various readings on a topic, place the readings within historiographical context, and critically assess the larger field. Graduate students should meet with me in advance to create a reading list. This paper will be due on the final day of class, April 27. (G-SLO 1, 2, 4)

**Class Presentation 10%:** Each graduate student must lead class discussion once over the course of the semester. The presentation should be based on one of the additional readings assigned to graduate students and should last 15-20 minutes. During each presentation, the graduate student will demonstrate his/her knowledge of the field by providing an overview of the historian’s argument, placing the work within the context of a historiographical debate, and prompting class discussion. (G-SLO 1, 2, 3)

**Participation 20%:** Class participation and attendance are essential. Each week you need to come to class prepared to participate—in other words, you need to have completed all of the assigned readings, taken notes, and prepared questions and/or comments regarding the work’s historical and historiographical context. Please bring a copy of the assigned readings to class.

While students are not required to dominate all discussions, each student should attempt to contribute to the class discussion at least once during all meetings and be actively engaged in group discussions. Participation will be recorded as follows: Excellent (A); Good (B); Satisfactory (C); and Unsatisfactory (F). For a more thorough break-down of participation expectations, please see the rubric provided on the course Blackboard site.
Each student is permitted one unexcused absence. Any additional unexcused absences will result in a 10 point deduction from your participation grade. I reserve the right to drop anyone who misses three or more classes. (G-SLO 1, 2, 3)

ACADEMIC INTEGRITY POLICY:
All students must follow the university’s academic integrity policy (for more information, see: http://sa.uncg.edu/handbook/academic-integrity-policy/). Plagiarism is a breach of the university’s academic integrity policy. Please cite your sources using footnotes or endnotes.

REQUIRED READINGS:
All readings will be available via Blackboard or the Library’s online access to journal articles. It is the students’ responsibility to check Blackboard regularly. Please bring copies of required readings and notes to class—if you fail to do so, I will assume that you are not prepared and your participation grade will suffer.

Please note that there is no central text for this course. Should you have additional questions regarding the general histories of India and Ireland, I recommend the following books:


SETTING THE STAGE

Jan 12: Introduction
No reading assignment

Jan 19: No Classes

Jan 26: Ireland and India in the British Empire


Feb 2: Ireland and India—Imperial Affinities


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.

Graduate Students, please also read the following:


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FAMINE

Feb 9: The Great Famine


Feb 16: Famines in India


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Graduate Students, please also read the following:

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**NATIONALISM**

Feb 23: Nationalism in Ireland


Mar 2: Nationalist Collaboration


Graduate Students, please also read the following:

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**MILITARY INVOLVEMENT**

Mar 9: No classes—Spring Break
Mar 16: Military Opportunities—The Irish in India


Graduate students, please also read the following:

Mar 23: Military Opportunities—Irish Mutinies


http://www.saadigitalarchive.org/item/20120111-576


Graduate students, please also read the following:

THE QUESTION OF VIOLENCE

Mar 30: The Irish Example—A British Response

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**Apr 6: The Irish Example—An Indian Response***


**Graduate students, please also read the following:**


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**DECOLONIZATION AND PARTITION**

**Apr 13: Partition in Theory**


**Apr 20: Partition in Practice***

We will watch the following film in class: *Divisions of Heart*


**Graduate students, please also read the following:**

Apr 27: Conclusion—Imperial Legacies

*** FINAL PAPERS DUE***