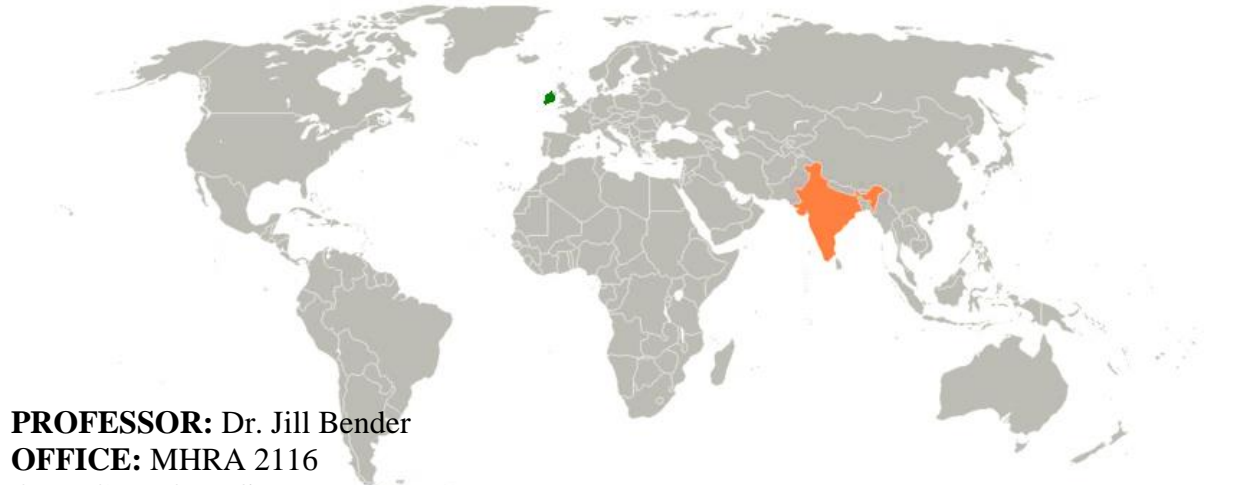


HIS 514 Ireland, India, and the British Empire

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

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. 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)

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:

Sugata Bose and Ayesha Jalal, *Modern South Asia* (London and New York: Routledge, 1997).

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

SETTING THE STAGE

Jan 12: Introduction

No reading assignment

Jan 19: *No Classes*

Jan 26: Ireland and India in the British Empire

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.

Feb 2: Ireland and India—Imperial Affinities

*****UNDERGRADUATE PAPER
#1 DUE*****

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.

Graduate Students, please also read the following:

Alan Lester, "Imperial Circuits and Networks: Geographies of the British Empire," *History Compass* 4, 1 (2006): 124-141.

FAMINE

Feb 9: The Great Famine

Peter Gray, *The Irish Famine* (New York: Harry N. Abrams, Inc., 1995), 31-63.

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

Feb 16: Famines in India

*****FAMINE PAPERS DUE*****

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.

Graduate Students, please also read the following:

Peter Gray, "Famine and Land in Ireland and India, 1845-1880: James Caird and the Political Economy of Hunger," *The Historical Journal* 49, 1 (March 2006): 193-215.

NATIONALISM

Feb 23: Nationalism in Ireland

Senia Pešeta, "National Questions," *Modern Ireland: A Very Short Introduction* (Oxford; New York: Oxford University Press, 2003), 48-63.

Dennis Dworkin, ed. "New Departures," *Ireland and Britain, 1798-1922: An Anthology of Sources* (Indianapolis; Cambridge: Hackett Publishing Company, 2012), 112-117, 133-158.

Mar 2: Nationalist Collaboration

*****NATIONALISM PAPERS DUE*****

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.

Graduate Students, please also read the following:

Barry Crosbie, "Imperial Crisis and the Age of Reform," *Irish Imperial Networks: Migration, Social Communication and Exchange in Nineteenth-Century India* (Cambridge: Cambridge University Press, 2012), 205-252.

MILITARY INVOLVEMENT

Mar 9: No classes—Spring Break

Mar 16: Military Opportunities—The Irish in India

*****UNDERGRADUATE
FINAL PAPER
PROPOSALS DUE*****

Rudyard Kipling, “The Mutiny of the Mavericks,” *The Works of Rudyard Kipling*, vol. 6, *Life’s Handicap: Being Stories of Mine Own People* (Doubleday, Page & Company, 1914), 192-216.

Alexander Bubb, “The Life of the Irish Soldier in India: Representations and Self-Representations, 1857-1922,” *Modern Asian Studies* 46, 4 (July 2012): 769-813.

Graduate students, please also read the following:

Terence Denman, “‘The red livery of shame’: the campaign against army recruitment in Ireland, 1899-1914,” *Irish Historical Studies*, vol. 29, no. 114 (November 1994): 208-233.

Mar 23: Military Opportunities—Irish Mutinies

*****MILITARY
PAPERS DUE*****

Michael Silvestri, “‘The Remains of Ireland’s Loneliest Martyr’: The Commemoration of the Connaught Rangers Mutiny,” *Ireland and India: Nationalism, Empire and Memory* (Basingstoke: Palgrave Macmillan, 2009), 139-175.

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.

Graduate students, please also read the following:

Michael Silvestri, “‘Enemies of the Empire’? The Imperial Context of the Connaught Rangers Mutiny,” *Ireland and India: Nationalism, Empire and Memory* (Basingstoke: Palgrave Macmillan, 2009), 176-207.

THE QUESTION OF VIOLENCE

Mar 30: The Irish Example—A British Response

*****BIBLIOGRAPHY DUE*****

Derek Sayer, "British Reaction to the Amritsar Massacre," *Past and Present* 131 (May 1991): 130-164.

Apr 6: The Irish Example—An Indian Response

*****VIOLENCE PAPERS DUE*****

Kate O'Malley, "Subhas Chandra Bose and Ireland," *Ireland, India and empire: Indo-Irish Radical Connections, 1919-64* (Manchester: MUP, 2008): 90-126.

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.

Graduate students, please also read the following:

Richard Davis, "The influence of the Irish revolution on Indian nationalism: The evidence of the Indian press, 1916-22," *South Asia: Journal of South Asian Studies* 9, 2 (1986): 55-68.

DECOLONIZATION AND PARTITION

Apr 13: Partition in Theory

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.

Apr 20: Partition in Practice

*****PARTITION PAPERS DUE*****

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

The following selections from Marie Smyth and Marie-Therese Fay, *Personal accounts from Northern Ireland's troubles: public conflict, private loss* (London; Sterling, VA: Pluto Press, 2000): Introduction, 1-6; "Taking Up Arms," 51-62; "In the Minority," 63-73; "Unintended Death," 87-95; "Conclusions," 131-137.

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

Graduate students, please also read the following:

Beth McMurtrie, “Secrets From Belfast: How Boston College’s Oral History of the Troubles fell victim to an international murder investigation,” *Chronicle of Higher Education* (January 26, 2014): <http://chronicle.com/article/Secrets-From-Belfast/144059?cid=megamengu>

Apr 27: Conclusion—Imperial Legacies

***** FINAL PAPERS DUE*****
