HIS 465/HON 201 IMPERIALISM IN THE 19TH & 20TH CENTURIES

Kenneth J. Orosz
Spring 2021
Class Meetings: Online

Office Hours: Thursday 11:00-12:00
And by appointment
Office: Classroom Bldg C213
Telephone: 878-3203
E-mail: oroszkj@buffalostate.edu

COURSE DESCRIPTION:
This course surveys modern European imperialism in Asia and Africa from 1800 through decolonization. Although some attention will be paid to theories of imperialism, emphasis will be on the political and social history of European imperial expansion. This will include an exploration of the clash between European and native cultures as well as examining the effects of this conflict on the development of colonial rule.¹

REQUIREMENTS:
Academic misconduct (including cheating and plagiarism) will not be tolerated. Buffalo State College policies on academic misconduct, including the possible use of textual similarity detection software, are outlined on page 144 of the college catalog. Please note that the minimum penalty for cases of academic misconduct will be an F on the assignment.

Reading assignments are to be completed by the dates given. There will be a midterm and a final examination. Please note that in order to earn more than a B on the essay portion of the exams you must make use of the relevant assigned readings and historical documents. In addition students will write two 5 page analysis papers of assigned texts (Grenville and Slaughter) and a 10-12 page paper on a topic of their choice. All topics for the research papers must be authorized by me and must conform to the geographic and temporal confines of this course. As part of this process students are required to submit their paper topics in the form of written proposals no later than March 11. Failure to submit a passing proposal means that your paper will not be accepted and you will earn an E for that portion of the course. All papers and reviews must conform to the History Style Sheet. Detailed instructions on the writing assignments, including the style sheet, can be found in Blackboard or by clicking the syllabi link at http://faculty.buffalostate.edu/oroszkj Help for Blackboard can be found at https://help.blackboard.com/en-us/Learn/Reference/Blackboard_Learn_Videos.

Please note that in order to pass this course you must make a good faith attempt to complete all components and requirements. LATE WORK WILL NOT BE ACCEPTED WITHOUT PRIOR ARRANGEMENT. Incompletes will be granted at the sole discretion of the instructor and require a written application outlining the rationale for granting an incomplete, a list of outstanding assignments and a timetable for their completion. This application must be signed and, if granted, will constitute a formal contract for the completion of the course.

¹ Learning Outcomes: Student demonstrates knowledge of a) a broad outline of world history or b) at least one other world civilization/multi-cultural region in one or more historical period, including cultures, geography, institutions, societies, politics and economies; analyzes ways of thought in one or more historical period including at least two foundational fields of thought; classifies an era in terms of historical periodization, continuities and discontinuities, in the development of a non-western civilization or multi-cultural region; identifies information and ideas from at least one other world civilization/multi-cultural region and applies them to other world civilizations/multi-cultural regions (critical thinking). Students will also demonstrate broad knowledge of the history of European colonization, decolonization, critically evaluate theoretical models and recent trends in the field, analyze and assess primary and secondary sources, and develop research and writing skills.
Grades will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Grenville analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Slaughter analysis</td>
<td>15%</td>
</tr>
</tbody>
</table>

**BOOKS:** The following books are required reading and are available in the Bookstore:

- Lawrence James, *The Rise and Fall of the British Empire* 978-0-312-16985-5
- Zareer Masani, *Indian Tales of the Raj* 978-0-520-07127-8
- Mike Vann, *The Great Hanoi Rat Hunt* 978-0-19-062697-7
- Kate Grenville, *Secret River* 978-1-841-95914-6

**RESERVE READINGS:**

Supplemental readings (indicated in italics on the syllabus) can be accessed in one of 3 ways: 1) if it is a website, there will be a link to it from the electronic version of the syllabus available in Blackboard or on my web page at [http://faculty.buffalostate.edu/oroszkj](http://faculty.buffalostate.edu/oroszkj) Please note that the “Broadcast” links will take you to a central index where you will need to click on the title to hear the file. 2) Journal articles listed below can be accessed via the library’s Academic Search Premier or JSTOR databases; 3) highlighted readings are available in Blackboard under the Content tab.

COURSE POLICIES

1. Students must complete all work on their own. There are no group projects.
2. All documents uploaded to Blackboard must be in .doc or .dox formats only.
3. Except for cases of documented emergencies, I do not accept late work without prior arrangement. It is your responsibility to keep track of what is due each week by checking the syllabus.
4. All papers must be submitted by 5:00 PM on their respective due date via the Turnitin drop box located under the Content tab in Blackboard. Click here for a tutorial on how to submit.

LECTURES

This course will be taught in an asynchronous fashion by posting Powerpoints with embedded audio and video to the Content section of Blackboard. What that means to you is that you can log in, download, and watch the Powerpoints at any time. Where possible, lectures have been broken into smaller, more manageable chunks of 20-30 minutes each. Please watch them in order and stay on schedule as there will be far too much to cover if you try to catch up at the last minute. Embedding audio and video means that the Powerpoint files are quite large and will quickly exhaust your data plans. I strongly recommend that you use Wifi only and that you download batches of files during off peak hours to watch later.

The lecture Powerpoints are set up to mimic the experience you would have had in class minus the ability to ask questions. When you open the Powerpoint click on the “Slide Show” tab at the top of the screen; then click on the “From the beginning” button in the upper left of your screen. The Powerpoint will then play like a video from start to finish. If you need to pause the lecture, right click on the slide and select pause from the menu. To resume, either right click or hit the Escape button on your keyboard.

If you want to slow things down further or re-watch pieces of the lecture, open the Powerpoint and place your cursor on top of the desired slide. Left click once to highlight the slide and then click on the “From Current Slide” button at the top of the screen to play the slide show from that point. You can also watch slides on an individual basis. To do that, double click on the desired slide to open a larger version and then click on the speaker icon in the lower right corner of the slide to start the audio.

OFFICE HOURS

While you are always free to email your questions/concerns, I will be holding virtual office hours every Thursday 11:00-12:00 for additional help as well as to discuss the readings. These virtual office hours are optional, open to the entire class, and will take place via Blackboard Collaborate. To access them open Blackboard Collaborate by clicking the link on the left side of the course menu, click on the “Course Room” tab and then click on “Join
Session.” Additional hours for private sessions are available on request via video chat or telephone.

RESEARCH PAPER PROPOSALS

All topics for the research papers must be authorized by me and must conform to the geographic and temporal confines of this course. Proposals must be submitted in writing and should consist of a sentence or two outlining your topic followed by a preliminary bibliography of 8-10 scholarly sources in which you provide complete publication information. The use of encyclopedias and websites beyond those already assigned are not allowed. Normally I would direct you to books, but the likely closure of libraries means that you will probably have to rely heavily on journal articles instead. You can find those by using the library’s JSTOR and Project Muse databases; both databases can be accessed from anywhere by logging in through the library portal and contain PDF versions of articles that you can download or read on the screen. Other critical library databases to use are Worldcat Discovery, ACLS Humanities E-book, E-Book Central, Ebsco eBook Collection, and the Digital Public Library of America. External databases to check for e-books, mostly older editions, are the Hathi Trust Digital Library and the Internet Archive’s Open Library for copies of e-books.

The bibliography of passed proposals can be amended via a simple email to your instructor. While proposals are due March 11, you can change your topic by submitting a new proposal for approval until the day the paper is due. This is the only assignment with this kind of flexibility. Please note that if I do not have a passed proposal on file by the time your research papers are due, I will not read your paper and you will receive an F on the assignment. If you choose to gamble by turning in your revised proposal with your paper on May 6 you run the risk that your proposal will fail and your paper will be rejected unread.

EXAMS

Will be conducted online via Blackboard and will become available under the Content tab at 8:00 on the assigned date. While you may take the exam at any time on the assigned date, all answers must be submitted by 11:59 PM. The exam will consist of two essay questions; you will have a total of two hours in which to complete both essays. Exceptions for additional time have already been entered for those students who qualify for learning accommodations. Once you begin the exam, the time cannot be stopped. While you can manually save and submit your answers as soon as you are finished with the exam, once time ends your answers will be automatically submitted. Please note that answers must be typed into the box on Blackboard; cutting and pasting material has been disabled. Since I have to assume that you will be using your notes when writing those essays, I will be expecting more complete and more detailed answers. If you encounter any problems let me know as soon as possible so that we can work out a solution.
CLASS SCHEDULE

February 2  Introduction and Old vs. “New” Imperialism

February 4  The Foundation of British India

February 9  British Expansion on the Subcontinent

February 11  The Indian Mutiny

February 16  Australia: From Penal Colony to Gold Rush
Read: James pp. 139-150; Weaver, “Beyond the Fatal Shore;” Grenville novel

February 18  The Settlement of New Zealand
Read: James pp. 307-318; Sinclair, “Maoris in NZ History;” Williams, “English and Aborigines;” Treaty of Waitangi

February 23  The Opium Wars and the End of Imperial China
Read: James pp. 235-250; Bickers, “Chinese Burns;” Rules to Regulate Foreigners; Chinese Perspective on Trade; Lin Tse-Hsu to Queen Victoria; Treaty of Nanking; Self Strengthening Movement

February 25  The Japanese Exception
Read: James pp. 217-235;

March 2  Indonesia and Malaysia
Read: Stockwell, “Malayan Raj” Culture System
Grenville analysis due

March 4  First Footsteps in Africa
Read: Conrad novella Ch 1-3

March 9  The New Imperialism and the Territorial Scrambles
Read: Conklin part I; European Racism; Justification for Conquest of Egypt; White Man’s Burden

March 11  Britain in Africa
Read: James pp. 251-306; Conklin part II; Why Whites Must Rule; Pride; Lugard’s Views; Blank Treaty; Rhodes and Lobengula; Paper Topics Due
March 16  
La France Outre-Mer  
Read: Vann pp. 132-140, 199-231; Vietnamese Edict; Ferry’s Defense of Imperialism; Colonial Phnom Penh

March 18  
Other Colonial Powers  
Read: Wilson, Imperial Experience; Congo Atrocities; Casement Report; Missionary Report on Congo

March 23  
Midterm

March 25  
Colonial Systems in Operation  
Read: Masani pp. 1-50; Running your Empire; Malcolm Darling’s First Case; Law vs Custom

March 30  
Colonial Systems in Operation II  
Read: Conklin part IV; Vann Part I and pp. 166-167, 173-177, 184-189

April 1  
Colonial Culture and Society  
Read: Life in Shanghai; Life in the Bungalow; Human Zoos Imperial Diversions; Interviews part One; part Two

April 6  
Groups on the Margins I: Indigenous Peoples  
Read: Masani, pp. 51-80; Conklin part III; Chandavarkar, “Strangers in the Land;” Never the Twain?

April 8  
Groups on the Margins II: Women and Imperialism  
Read: Strobel; Civilization Through the Bed

April 13  
Australia and New Zealand: Gold Rush to Dominion Status  
Read: James pp. 319-333; Conklin part IV; Slaughter novel

April 15  
The Raj at its Zenith  
Read: James pp. 200-216; Washbrook, “After the Mutiny;” Benefits of British Rule

April 20  
The Great War  
Read: James pp. 334-370; Extra European Theaters of War

April 22  
Inter-war Colonialism  
Read: James pp. 428-481; British policy in Kenya; French Repression in Vietnam; Slaughter analysis due

April 27  
The Rise of Colonial Nationalism  
Read: James pp. 386-427; Masani pp. 81-119; General Dyer’s Testimony; Robinson, “The Raj and Nationalist Movements”

April 29  
World War II  
Read: James pp. 482-521; Masani pp. 120-130; Africa WW II;
Guidelines for Writing Assignments

While your papers will be graded primarily on content, grammatical accuracy, style, presentation and organization will also be taken into account. All papers are required to adhere to the History Style Sheet which is available in Blackboard and on my web site. Failure to follow the style sheet will result in significant penalties; these consist of at least the loss of a full letter grade for each category of violation (i.e. use of contractions will cost you a letter grade, reducing an A paper to a B). This includes paper length, non-standard fonts, margins and line spacing. Please note that a short paper is not necessarily a bad paper; I am primarily interested in what you have to say, how well you say it and if you have developed your thesis and argument sufficiently.

As you write your papers feel free to paraphrase or quote suitable passages that illustrate your points. However, if you quote or paraphrase, you must cite the relevant passage. You must also cite detailed information (i.e. statistics or items that are not common knowledge). Proper citation formats can be found in the History Style Sheet. Please note that in addition to enforcing Buffalo State College’s policies on academic misconduct, including the possible use of textual similarity detection software, the minimum penalty for plagiarism is an F on the assignment.

For more information on plagiarism, how to footnote, or how to write a research paper consult the relevant sections of Benjamin’s A Student’s Guide to History. If you are still unclear about when or how to cite please come see me during my office hours. That is why I am there.

Since much of what is out on the internet is of dubious quality, the use of web pages as source material is strictly forbidden unless authorized by me in writing. The only exceptions to this rule are the individual web sites that I have assigned as required reading material. On a similar note, the use of encyclopedias is also forbidden. While they may be useful reference tools or for providing an overview of a particular topic, encyclopedias have no place in college level work. Articles in historical encyclopedias (i.e. The Encyclopedia of European Social History) may be acceptable, but must first be cleared by me in writing.

I am obviously a firm believer in written assignments since they help develop organizational, analytical and communication skills, all of which are things you will need in the workplace. Consequently, I expect you to treat all graded assignments (in this or any other class)
as preparations for your future career. Turning in business reports that are filled with grammatical errors, failures in logic, poor argumentation and lack of evidence portrays a degree of incompetence, even if it is undeserved, and will probably get you fired. Get in the habit now of proofreading your work to catch typos, misspellings and nonsensical statements. Read your papers aloud to see how they sound. Better still, have a friend or roommate read your work since they are more likely to notice any problems. Most of you will be writing your papers on wordprocessors. No matter what program you use, they all have spell checkers. It is silly and self-defeating not to make use of them.

While I do not allow rewrites once papers have been graded, I will read and comment on rough drafts if I am given enough time. Alternatively, you may want to consult either the campus writing center or some of the history tutors for help or advice. Keep your notes and copies of your paper to facilitate rewrites and to safeguard against loss, computer errors, random destruction by pets and similar catastrophes. Finally, and most importantly, if you are having any problems in this course come see me.

Book Analysis Papers

All students will write 2 five page (1500 word) analyses of Grenville’s *Secret River* and Slaughter’s *A Black Englishman*. These are due by 5:00 PM on March 4 and April 22 respectively. Since these are analyses and not “book reports” I am not interested in plot summaries. Similarly, I am not interested in whether you liked the book or found it interesting. Your review should analyze and critique the author’s portrayal of some of the historical events or themes covered in this course. Plot details may be used as evidence to support your analysis. Use the following questions as a guide when reading and thinking about the review; they are, however, by no means all inclusive, nor do you need to answer each one. How does the novel portray historical events or themes covered in class? For example, how do they depict the impact of European colonial rule on indigenous societies? What insights do the novels provide on historical issues like the role of women or missionaries, the rise of colonial nationalism or the onset of the world wars? How accurate are these depictions? Have they added to your understanding of European imperialism? You will need to be selective in choosing which elements to include in your reviews since both works are very complex and illustrate many historical trends. You will also need to incorporate and cite historical evidence drawn from other class materials in order to support your points.

As you will discover, 5 pages provides barely enough room to introduce a topic, let alone go into much detail. Hence, your papers should have a narrowly defined thesis and must be very selective in both their use and presentation of supporting evidence or examples. Since these papers are so short keep quotations to a minimum so that you will have more room to develop your own thoughts and arguments. To strengthen your argument(s), however, your reviews should draw upon and cite specific examples from the novel as well as corroborating evidence. There is ample material on which to base your papers in my lectures and your textbooks; outside materials, although always welcome, are not required.

Research Paper

In addition to the book analyses, all students will write a 10-12 page (3000-3600 word)
paper on a topic of their own choice. While the actual topics for your papers are up to you, they must remain within the geographical and temporal confines of this course. In this case, that means 19th and 20th century European imperialism in Africa or Asia. The paper should analyze some facet of imperialism in detail. To that end, and to help you identify sources, all paper topics must be cleared with me first in the form of a written paper proposal due no later than March 11. Complete proposals will outline your topic, the specific issues you intend to address, and must include a bibliography. If, after you have begun researching and writing your paper, you choose to use additional sources, you must submit an amended bibliography to me in writing. **Papers that use unauthorized materials will not be accepted.** Similarly, **papers that deviate significantly from your research proposal will also not be accepted.** This does not mean, however, that you are permanently locked in to a particular paper topic; if you change your mind and opt to pursue some other topic you must submit a new paper proposal which may or may not be accepted at my discretion. In order to find suitable research materials you will need to go beyond what is in our library catalog by making use of the JSTOR, Project Muse, Worldcat Discovery and Academic Search Complete databases. Other critical library databases to use are ACLS Humanities E-book, E-Book Central, Ebsco eBook Collection, and the Digital Public Library of America. External databases to check for e-books, mostly older editions, are the Hathi Trust Digital Library and the Internet Archive’s Open Library for copies of e-books. Completed papers are due by 5:00 PM on May 6.

Some possible paper topics include:

- Opium and the Development of British India
- Education in the French Colonial Empire
- Decolonization and Post-colonial Problems
- The New Zealand Wars
- The Indian Mutiny
- Native Policy in Belgian Africa