

HIST 415/515: ADVANCED TOPICS IN WORLD HISTORY

THE AGE OF IMPERIALISM

Fall Term 2019 – MW 1200-1320 – 117 Fenton Hall – CRN 17014/17015
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Overview and Objectives

The “Age of Imperialism,” defined with various starting and ending points but usually centered on the late nineteenth century, was a period of massive change around the globe as European states (and individuals) projected commercial and political power to an unprecedented degree. However, imperialism—which includes the phenomenon of colonialism—was no mere imposition upon the world. It involved interactions, co-optations, concessions, and more than a few episodes of direct resistance. The cultural, social, political, and economic effects of this era are still with us, but how did it develop, and what did it mean?

This course is a critical survey of the history of imperialism and colonialism around the globe from roughly 1830 to 1930, with tendrils extending back to the end of the Napoleonic Wars (1815) and up to the opening rounds of World War II (late 1930s). That era involved the rapid expansion and elaboration of informal and formal empires under control of industrial states worldwide. Although the term “imperialism” can be—and is—used defensibly both before and after this era, our interests concern the emergence of our modern industrially-connected world through imperial expansion and local permutations of the colonial experience. We will spend some time on the political machinations at the centers (or “metropolises”) of the imperial states, but our primary interest is highlighting the phenomenon of imperialism through encounters that took place in colonial settings. That focus will give us global and comparative viewpoints on what imperialism was and what it meant in context.

In successfully completing this course, students will be able to, at least:

- Define the phenomena of ‘high’ imperialism and colonialism (c.1815-1939) in a nuanced way;
- Understand the basic chronology and major developments in these phenomena around the world;
- Analyze the effects of imperialism and colonialism in the relevant era thematically, including ideas, geopolitics, economics, and sociocultural ideas (particularly race, class, and gender);
- Consult primary sources and discuss their meaning in light of the first three objectives; and
- Research and write an original analytical work on an episode or theme in the history of imperialism and colonialism, following accepted standards and styles for professional history writing.

About This Syllabus

Everything on this syllabus is important; you should read it carefully and refer to it frequently. You are responsible for knowing its contents. The paper copy you receive at the beginning of the course is, ideally, the final version, but the unexpected can intrude and changes may be made. Therefore, the version posted on Canvas, together with any announcements since, will be the final arbiter. I articulate virtually everything somewhere within this syllabus, so there should be no big surprises.

Course Plan and Assignments

Participation: (15%+) Speaking in discussion and otherwise interacting with me and others in the context of the course forms about 15% of your grade. Participation may extend beyond set-piece discussions and includes impromptu conversations or office consultation, but ultimately it's about being engaged and exchanging ideas. This means that if you like to melt into the scenery, any A will be very hard to attain. Falling behind in the reading or missing class also exacerbates other difficulties you may have in the course, besides denying us your insights. Conversely, truly meritorious participation may offset middling performance on the papers. Perfect attendance alone only accounts for half of this total at most.

Three (out of four) analytical response papers: (15% each, total 45%): At three points in the course, you must tender a 1200- to 1600-word (about 5-6 pages) response paper addressing a rough prompt I provide, giving your own insights about the readings and the issues they raise for you; general questions and notes appear on page 9. **Everyone must do the second and fourth papers; you may skip the first or third.** You must include citations, but they do not count towards the word limit. The papers' purpose is to get you to think more about, and write about, the contextual links between what we've read and talked about; your grade measures the originality, insightfulness, and comprehensiveness (that is, integration) of your observations relative to the course material assigned. All must be typed (printed) and double-spaced, and tendered via Canvas in MS Word (.doc or .docx) or PDF format. Print sources must be cited correctly, per *Chicago* or Rampolla chapter 7 (see course texts). Be concise in your writing, as exceeding the word count by too much may lead to a markdown.

Research Paper (3000-4000 words, not including notes and bibliography, roughly 11-15 pages) and Proposal (~2 pages, plus preliminary bibliography): (40%) The largest portion of your grade will be a short research paper due at the end of the term, and a proposal for same due at the end of the third week. The proposal's goal is to get us thinking about topics early, and to establish the viability of a possible research path. I prefer the paper to use primary (original) sources in some way, but you have fairly free rein within a few basic types of paper (see pp. 9-10). This paper will be a formal piece of writing subject to the citation standards of the Rampolla guide (see course texts) or its original source (the *Chicago Manual of Style* 16th/17th edition), using full footnotes or endnotes with a bibliography. If you don't know what style manuals are, or you have problems figuring out how to use footnotes, come and talk with me as soon as possible—style is one quarter of your final paper grade and it figures into your response papers as well.

The proposal is worth 5% of your final grade; the paper itself, 35%. One-quarter of the final paper grade will be based on style. Late paper proposals get a zero, but failure to tender a proposal at all by the “do or die date” given in the syllabus will result in a zero for the paper. Note all due dates, and plan accordingly—don't let them sneak up on you! Please see pp. 9-10 for details. **No, there are no exams in this course.**

For purposes of the UO undergraduate curriculum, this course only satisfies the 25%-49% stipulation in African Studies, for those who seek to apply it to AFR. In History, this course falls into the World specialization, but consult with me at the start of term if you hope for this to satisfy the Africa/Middle East requirement for the History major. If that can be done, you will be constrained in terms of your writing.

Graduate students enrolled in History 515 (CRN 17015) will have modified requirements, although they will include all regular readings and most assignments. The primary changes are two: first, the paper will be longer (4500-6000 words), must center on primary (contemporary original) sources, and will need to address the historiography or interpretation of its subject in the process; second, we will have 2-3 group discussion meetings with specific readings. We will determine the specific content and scheduling of the readings/meetings together, in order to accommodate everyone's schedules and make the course as rewarding as possible for your various academic interests, programs, and goals.

Grading (for HIST 415)

Your overall grade will be weighted as follows, out of a term total of 200 points:

Response Papers (3 x 30 pts):	90 pts	45%
Research Paper (Proposal 10 pts, Paper 70 pts):	80 pts	40%
Participation (Discussion/etc; may include quizzes):	30 pts+	15%+

Please pay close attention to the important due dates and times, which are recapitulated at the end of this syllabus. Late response papers are marked down one full grade (10% of points possible) per day or portion thereof; I do not accept late papers after seven days. If you know you will have an issue with a deadline, you need to talk with me as soon as possible. *Ex post facto* excuses are unacceptable; I will reject them unless the matter was a documented emergency. You alone are responsible for your work being in order and reaching me on time in the format you intended.

Course grades will be assigned according to percentages on a standard scale, with no curves or rounding:

Percentage	Gr	87.00 to 89.99 =	B+	77.00 to 79.99 =	C+
93.00 and up: =	A	83.00 to 86.99 =	B	73.00 to 76.99 =	C
90.00 to 92.99 =	A-	80.00 to 82.99 =	B-	70.00 to 72.99 =	C-

...and so on for the D/F range. As a fair warning, **I do not change assignment or course grades**, except in cases of arithmetical error. I do not give A+ grades except in very special cases, and only at my discretion.

Course Texts and Availability

The following books are required. **Try to get the editions listed, as contents vary.** All should be available at the Duck Store (or through your preferred bookseller otherwise, and often a lot more cheaply):

- Multatuli [Eduard Dowes Dekker], *Max Havelaar: Or the Coffee Auctions of the Dutch Trading Company*. New York: Penguin, 1995 [1860]. ISBN: 978-0140445169. *Max Havelaar* is also available as a free eGutenberg ebook, which is also acceptable if you need to save the dosh.
- Orwell, George. *Burmese Days: A Novel*. Orlando, FL: Harcourt, 1974 [1934]. ISBN: 978-0156148504 (Despite its age, this edition is still in print, and is still the least expensive.)
- Wesseling, H. L. *The European Colonial Empires 1815-1919*. London: Routledge, 2004. ISBN: 978-0582095519; this runs \$50-\$75, but a copy will be on reserve.

This short style guide is strongly recommended, as it provides pointers for all the *Chicago Manual of Style*-based requirements of your papers, and asks a variety of questions that can be useful in assessing sources. If you have a copy of the related Turabian style guide, or if you use the giant *Chicago Manual* (16th or 17th ed.) itself, those are also OK. **If the purpose of a style guide is unclear to you, see me ASAP!**

- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History* 8th ed. Boston: Bedford, 2012. ISBN: 978-1457690884. **Used 8th editions should be fairly cheap; don't pay for a 9th edition.**

Reserves: I have put copies of Wesseling, Orwell, and Rampolla on reserve at the Knight Library desk, under HIST 415, each with a 4-hour loan period. Multatuli's book is available via the catalogue. All other readings (and there is a *lot* of reading) will be available on Canvas roughly one week before the session that concerns them. They will be accessible via links in the "documents" section of the course site. Let me know if you have any problems, or if a reading is not available as expected. If you must prioritize your time, focus on source documents / novels first (in parenthesis as 'Source' in syllabus), as we'll likely discuss them.

Policies:

Attendance: I expect 100% attendance at class meetings and events, given that we are only meeting for 18 sessions and not 20. Undocumented absences will harm your participation grade, besides which lectures and discussions **do not** merely recapitulate the readings, so you may quickly become lost. Please try to be punctual, as late arrival and early departure—including “rustling” in the final five minutes—are disruptive. If you have insufficient passing time to arrive before noon and stay to the end, let me know. I will do my best to start and end class on time.

Gizmos: Although I am a technophile, gadgets in class are annoying and distracting, if not to you then to those around you. Laptop and tablet computers, along with cellphone use during class, are particular problems because of the ‘eye-magnet’ area effect. Their use has a demonstrably negative effect on learning and participation in courses like ours.¹ I therefore strongly discourage their use, but if you feel dependent on such a device for notes, etc., **I ask that you sit at the back where the screen is not visible to wandering eyes.** Regarding cell phones, please turn them off or to “silent” before you come in, and quietly exit if you absolutely must text or talk. Serious disruptions, if repeated, may affect your final grade.

Special Needs: This course is meant to be accessible for all. To that end, I follow the recommendations of the Accessible Education Center staff’s letters (<http://aec.uoregon.edu>). I cannot make individual special arrangements myself, as it would be unfair to others, but rest assured that I will do everything in my power to address your documented needs in a way that is conducive to your best performance.

Style and Research Standards: We follow the standards for sources and writing/citing used in the discipline of History in practice and style. If you haven’t written papers in history before, Rampolla will help, and I will be happy to work with you individually on evaluating sources. **You will have to spend time in the library** reading dead trees for this one—magazine articles, Dan Carlin’s podcast, Wikipedia, and the History Channel won’t cut it—instead, use them as signposts to go back to *their* sources!

Academic Honesty: The information in this subsection isn’t necessary for 99+% of the students in my courses, but unfortunate ongoing experience demands I link to the UO’s academic misconduct guide:

<https://dos.uoregon.edu/academic-misconduct>

The issues of academic honesty that arise most often are cheating and plagiarism. The written final exam format tends to discourage the former, but the latter has become a greater problem in take-home papers even though we keep them on file. If you are unsure of what plagiarism is, the UO has a useful guide:

<http://researchguides.uoregon.edu/citing-plagiarism>

It is a gross understatement to say that academic dishonesty will adversely affect your grade. At the very least, you will receive an automatic zero for the assignment, which almost guarantees a failing course grade. At worst, you may be suspended or expelled from the University. If you have any concerns or you’re not sure if something is plagiarism, ask **before** you turn it in for a grade. We are here to help!

One final warning, regarding the potential crutch of the Internet: if you can find it, so can we—so resist the temptation to cut corners. By all means use internet tools (such as Google or Wikipedia), but use them properly and judiciously. Accept nothing from an unaccredited source like Wikipedia or a random webpage alone as reliable or authoritative—and never use them as substitutes for actual course material.

¹ See *inter alia* C. B. Fried, “In-class Laptop Use and Its Effects on Student Learning,” *Computers and Education* 50, no. 3 (2008): 906-914; Pam Mueller and Daniel Oppenheimer, “The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note-taking,” *Psychological Science* 25, no. 6 (2014): 1159-68 (both available online via the UO Libraries).

HIST 415/515: AGE OF IMPERIALISM

Meeting and Reading Schedule (subject to modification)

Complete *all* readings by the date assigned, and be ready to discuss them.

‘C’ denotes readings that will be available on Canvas roughly a week before the session.

(Source) indicates primary sources (novels, documents) that you should prioritize.

PART 1: INTRODUCTION AND LEAD-IN

- W 2 Oct**
(Pre-reading) **1.1 Defining Empires and Colonies (Course Introduction)**
Jürgen Osterhammel, *Colonialism: A Theoretical Overview*, trans. Shelley Frisch (Princeton: Markus Wiener, 2005 [1997]), 3-22. C
- M 7 Oct** **1.2 Theories, Processes, and Historiographies**
H. L. Wesseling, *The European Colonial Empires 1815-1919* (London: Longman, 2004), 13-73.
(Read Osterhammel if you haven't yet.)
Barbara Bush, *Imperialism and Postcolonialism* (Harlow: Pearson, 2006), 43-62. (The scan runs to page 76, but that is optional.) C
Durba Ghosh, “Another Set of Imperial Turns?” *American Historical Review* 117, no. 3 (2012): 772-93. C
- W 9 Oct** **1.3 The Dawn of a British Century? Cases and Relevance**
Wesseling, *European Colonial Empires*, 1-13.
John Darwin, *The Empire Project: The Rise and Fall of the British World-System, 1830-1970* (Cambridge: Cambridge University Press, 2009), 1-20. C
Dane Kennedy, “The Imperial History Wars,” *Journal of British Studies* 54, no. 1 (2015): 5-22. C

PART 2: COMMERCE AND EMPIRE, c.1815-1870

- M 14 Oct** **2.1 The Elaboration of European Territorial Influence**
Wesseling, *European Colonial Empires*, 74-120.
Start reading Multatuli, *Max Havelaar: Or the Coffee Auctions of the Dutch Trading Company* (New York: Penguin, 1995).
- W 16 Oct** **2.2 Ideologies of Empire, Colony, and World**
Jane Burbank and Fred Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton: Princeton University Press, 2010), 287-312. (312-329 are relevant for sessions 3.1 and 3.2) C
(Source) Report of the Select Committee on Aborigines (British Settlements), 1837, No. 425, at 3-6 and 77-87. C
(Source) “Africa—G. W. F. Hegel [1822],” in *Archives of Empire* v. 2, ed. B. Harlow and M. Carter (Durham: Duke University Press, 2003), 21-28. C
- F 18 Oct** **1st response paper (CHOICE) due via Canvas, 5:00pm – see p.9**

M 21 Oct **2.3 Company Fiefdoms, Informal Empires, and Settler Colonialism**
 Michael Adas, *Dominance by Design: Technological Imperatives and America’s Civilizing Mission* (Cambridge: Harvard, 2006), 67-127. **C**
 James Belich, *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World* (Oxford: Oxford University Press, 2009), 177-218, 502-547. **C**
 Thomas Metcalf, *Ideologies of the Raj* (Cambridge: Cambridge University Press, 1995), 28-65. **C**

W 23 Oct **2.4 The Critique of Colonial Capitalism**
 (Source) Finish Multatuli, *Max Havelaar* (discussion today).

F 25 Oct **Short paper proposal due on Canvas by 5:00pm – see p.10**

PART 3: THE RISE OF THE NEW IMPERIALISM, c.1870-1907

M 28 Oct **3.1 New Impulses and New Powers**
 Wesseling, *European Colonial Empires*, 121-146. (Skim 147-227 if possible, but that should be lower priority.)
 Helen Tilley, *Africa as a Living Laboratory: Empire, Development, and the Problem of Scientific Knowledge* (Chicago: University of Chicago Press, 2011), 31-68.
 (Source) Friedrich Fabri, “Does Germany Need Colonies?” excerpts from *Eine politische-ökonomische Betrachtung von D[r. Theol.] Friedrich Fabri*, ed. and trans. E.C.M. Breuning and M. Chamberlain (Lewiston: Edwin Mellen Press, 1998 [1879]), 46-59, 78-79, 82-85, 148-53, 178-81. Don’t worry, it’s only about 6 pages. [Link to GHDI online content](#). Also **C**
 Optional (reference) “General Act of the Conference of Berlin [1885],” in *Archives of Empire* v. 2, ed. Barbara Harlow and Mia Carter (Durham: Duke University Press, 2003), 28-42. **C**

W 30 Oct **3.2 Ideologies of Moral, Material, and Intellectual Dominance**
 Alice Conklin, *A Mission to Civilize: The Republican Idea of Empire in France and West Africa* (Stanford: Stanford University Press, 1997), 11-37. **C**
 (Source) “August Bebel’s Reichstag Speech against Colonial Policy in German East Africa, 1889,” trans. Erwin Fink, [from original in] *Ausgewählte Reden und Schriften [Selected Speeches and Writings]* vol. 2, ed. Ursula Herrmann et al. (Berlin: Dietz Verlag, 1978) 523-33. [Link to GHDI online content](#). Also **C**
 (Source) Rudyard Kipling, “The White Man’s Burden [1899].” [Link to Fordham Internet History Sourcebook](#). Also **C**
 (Source) Herbert Spencer, “The Primitive Man—Intellectual,” in *Archives of Empire* v. 2, ed. Barbara Harlow and Mia Carter (Durham: Duke University Press, 2003), 195-208. **C**

F 1 Nov **2nd response paper (REQUIRED) due via Canvas, 5:00pm – see p.9**

- M 4 Nov** **3.3 Contesting Colonial Conquest: Ways and Means**
 Thongchai Winichakul, *Siam Mapped: A History of the Geo-Body of a Nation* (Honolulu: University of Hawaii Press, 1994), 113-127. **C**
 (Source) Agyeman Prempeh I, *The History of Ashanti Kings and the Whole Country Itself and Other Writings*, ed. A. Adu Boahen et al. (Oxford: Oxford University Press, 2003), 147-166. **C**
 (Source) [Letter of] Khama, Sebele, and Bathoen to Joseph Chamberlain, 4 Nov 1895, No. 33 in *Correspondence Relative to the Visit to this Country of the Chiefs Khama, Sebele, and Bathoen, 1896*, C. 7962, at 20. **C**
- W 6 Nov** **3.4 The Scramble for the Pacific (Guest session with Professor Ryan Tucker Jones): Readings TBD. NO OFFICE HOURS TODAY.**
- M 11 Nov** **3.5 Existential Crises and Millennarian Impulses**
 (Source) James Mooney, *The Ghost Dance Religion and the Sioux Outbreak of 1890* (Washington DC: Govt Printing Office, 1896), 777-791.
 (Source) “Records of Maji Maji: The Maji Maji Rebellion. 1905-1907,” in *Documents from the African Past*, ed. Robert O. Collins (Princeton: Markus Wiener, 2001), 305-311. **C**
 (Source) Fei Qihao, “The Boxer Rebellion, 1900.” [Link to Fordham Internet History Sourcebook](#). Also **C**

PART 4: THE HIGH IMPERIAL ORDER, c.1880-1914

- W 13 Nov** **4.1 Empire and Society, Home and Away**
 Wesseling, *European Colonial Empires*, 147-227.
 Penny Summerfield, “Patriotism and Empire: Music-Hall Entertainment 1870-1914,” in *Imperialism and Popular Culture*, ed. John M. MacKenzie (Manchester: Manchester University Press, 1986), 17-48. **C**
 Angela Woollacott, *Gender and Empire* (London: Palgrave, 2004), 81-103, 122-146.
- F 15 Nov** **3rd response paper (CHOICE) due via Canvas, 5:00pm– see p.9 ALSO: “Do or Die” date for late paper proposals.**
- M 18 Nov** **4.2 Moral Perils and Social Control in the Colonial World**
Begin reading Orwell, *Burmese Days*.
 Diana Jeater, *Law, Language, and Science: The Invention of the “Native Mind” in Southern Rhodesia, 1890-1930* (Portsmouth NH: Heinemann, 2007), 1-20. **C**
 (Source) Mary Kingsley, “The Clash of Cultures,” in *Archives of Empire* vol. 2, ed. Barbara Harlow and Mia Carter (Durham: Duke University Press, 2003), 439-456. **C**
 (Source) F. A. Steel and G. Gardner, “The Duties of the Mistress,” in *Politics and Empire in Victorian Britain: A Reader*, ed. Antoinette Burton (New York: Palgrave, 2001), 257-259. **C**

W 20 Nov NO CLASS MEETING OR OFFICE HOURS TODAY; Professor Braun will be en route to Boston for ASA. Work on your papers!

M 25 Nov 4.3 Unspeakable Acts and Growing Doubts
 Jan-Bart Gewald and Jeremy Silvester, eds., *Words Cannot Be Found* (Leiden: Brill, 2003), 93-122 (chs. 12-15). C
 (Source) J. A. Hobson, “[from *Imperialism, A Study*],” in *Politics and Empire in Victorian Britain: A Reader*, ed. Antoinette Burton (New York: Palgrave, 2001), 303-306. C
 (Source) Roger Casement, “Consular Report,” and “The Congo: A Report of the Commission of Enquiry ...,” in *The Congo Free State and the New Imperialism*, ed. Kevin Grant (New York: Bedford, 2017).98-124. C
 Note: I’ve put up Casement’s full report on the Congo Free State, optional only.

PART 5: LATE AFTERNOONS OF EMPIRE, c.1898-1930

W 27 Nov 5.1 From Politics to War, and Back Again: New Dissent (yes, we meet) Keep reading Orwell, *Burmese Days*.
 Wesseling, *European Colonial Empires*, 229-249.
 Michael Adas, *Machines as the Measure of Men* (Ithaca: Cornell University Press, 1989), 345-401. C
 (Source) Choice 1: Samuel Clemens [Mark Twain], “To the Person Sitting in Darkness,” *North American Review* 117, no. 531 (1901): 161-176. C
 (Source) Choice 2: V. I. Ulyanov [Lenin], “Imperialism, the Highest Stage of Capitalism [1917],” and Joseph A. Schumpeter, “The Sociology of Imperialisms [1919],” in *European Imperialism 1830-1930*, ed. Alice Conklin and I. C. Fletcher (New York: Houghton Mifflin, 1999), 36-51. C

M 2 Dec 5.2 Colonial Voices and New Protest
 Martina Kopf, “Developing Africa in the Colonial Imagination,” in *Developing Africa: Concepts and Practices in Twentieth-Century Colonialism*, ed. Joseph M. Hodge, Gerald Hödl, and Martina Kopf (Manchester: Manchester University Press, 2017), 341-366. C
 (Sources) M. K. Gandhi, “The Disease of Civilization,” and Ho Chi Minh, “The Struggle Lies in the Colonies,” in *European Imperialism 1830-1930*, ed. Alice Conklin and I. C. Fletcher (New York: Houghton Mifflin, 1999), 22-29, 51-53. C

W 4 Dec 5.3 Twilight and Malaise
 (Source) Finish Orwell, *Burmese Days* (discussion today).

F 6 Dec 4th response paper (REQUIRED) due via Canvas, 5:00pm – see p.9; THE LATENESS CUTOFF FOR THIS PAPER IS MIDNIGHT.

END OF REGULAR TERM

W 11 Dec MAJOR PAPER DUE BY 12:00PM (Noon); you may however tender it sooner. See p. 10. THE LATENESS CUTOFF IS FRIDAY NOON.

Response Paper Prompts (subject to minor change):

The 1200-1600 word response papers must address the content of the course up to the Monday prior to their due date (except for the last, which concerns all of parts 4 and 5). Engaging with the readings from the preceding unit (or two, for paper 4) comprises the major part of the grading, and their use is required to get a passing grade. You may draw from earlier parts of the course, or even use outside material, but those may not supplant the immediately relevant material. Try to employ over half of the unit's readings.

- 1) Do the definitions (Osterhammel) and the theoretical approaches that Bush and Ghosh talk about really give us a universal framework for thinking about empires and colonies (as Wesseling would like), or do they underscore a sense that the British Empire is somehow 'special' compared to the others? Is it special in certain ways, and if so, how? **UP TO SESSION 2.1**
- 2) What points about the practice of empire is the book *Max Havelaar* trying to make and how radical is its critique of overseas dominion relative to the beliefs and practices in Europe and its colonies during the 1815-1870 era, as a whole or by subject? (Related: are there any assumptions that it accepts or ignores?) Do you believe the critique is successful, and why or why not? **UP TO 3.1**
- 3) Did the impulses and ideas behind imperialism in the late nineteenth century determine the varied outcomes of resistance or negotiation efforts like the ones we've seen, or did it depend on individuals on one side or another? (Or something else, in between, etc.?) **UP TO SESSION 3.5**
- 4) Orwell lets us look back at the development of one iteration of imperial and colonial order, as well as the distance between moral claims and actual practices. How does *Burmese Days* show the challenges to empire posed by imperial and colonial critics of all backgrounds, as well as the upheaval and doubt created in the wake of World War I? **UP TO SESSION 5.3**

Notes on the HIST 415/515 major paper, the proposal, and their process.

In this course, I intend the major paper to be a vehicle either to evaluate historical themes and developments related to imperialism through comparative analysis, or to conduct deeper historical research involving the close analysis and contextualization of primary sources (memoirs, diaries, reports, newspapers, letters, and so forth). In any case, all papers must have a thesis that answers a research question. To that end, there are three basic categories of major papers you can write:

- 1) An original work of historical writing, based on primary (contemporary or first-person) sources, making an original interpretative case through analysis of their accounts
- 2) A comparative or thematic work of analysis involving two or more cases in imperial history, separated by time or space, making some broader analytical point of your own, or
- 3) A study of the historiography of some aspect/episode of imperialism or colonialism, or else a significant debate around a particular work, presenting the major interpretations, assessing their strengths and weaknesses, and drawing some conclusion of your own.

Your paper must pursue one of these basic ideas, although you are free to decide on the specific subject in consultation with me. As examples, under part I, you could look at the idea of the British Empire as discussed in the House of Commons or in popular newspapers during the US Civil War; we have some Parliamentary Papers and debates available to us as well as UK and US newspapers if necessary. Under the second, you might look at secondary sources (history writing based on primary sources) on empire and rebellion in several cases like the US in the Philippines (1899-1902), the guerrilla phase of the Algerian War (1830s-1879), and perhaps the Rif Wars in Morocco to draw some conclusions about how imperial powers develop strategies to destroy popular resistance. For the third, you could take a look at historians' understanding of the Herero Genocide in South-West Africa since 1904-1905, or the recent controversy

around the rehabilitationist works of Niall Ferguson and others. **In addition to having a longer paper requirement, HIST 515 students should assure that their papers perform two of these three tasks.**

We can discuss subjects and sources during my office hours, by appointment, or even via email, to whatever degree you wish. Feel free to run ideas by me, ask questions, or talk about the things that interest you (in history or in other fields) so that we can settle on a topic that you like. You must tender a proposal to me by 5:00pm on Friday, 25 October. I require this early start and approval process in order to prevent the scramble for hard-to-find resources or the belated discovery that a topic is unviable. Your thesis and even your focus may shift as you conduct research, but I want us to have a good starting point to prevent frustration, stress, and rushed work as the end of the term nears.

The Proposal:

The proposal for the major paper must include the following elements:

- A statement of your subject or problem, and a **clear thesis question or statement**. Your thesis will probably change as you work, perhaps radically, but it is important to start with a clear direction. Feel free to spool out the possible avenues of inquiry you see, as the proposal is our first ‘conversation.’
- A discussion of the significance of your subject or source as far as you can say. In short, **why is your topic interesting or important to readers?** If you know contextual information, share it here. Again, feel free to ruminate a bit on whatever you’d like me to address.
- A preliminary bibliography (annotation optional, but feel free to comment on sources) **of at least eight potential scholarly and/or primary sources**. Fortunately, various key materials are available via the Library or even digitization projects. You do **not** need to finish, or even obtain, all of your sources before writing the proposal, only indicate that enough material exists to carry out the work. These entries must follow Chicago/Rampolla style; talk with me if you’re not sure how to do that.

Do not overthink this part of the process—everything will be preliminary and tentative, but it will give us a place to start and something to discuss together. I only expect the proposal text to be 300-500 words (longer if you wish) plus the bibliography; the bibliography must conform to proper citation style. Any proposal that is incomplete or unsuitable must be revised into an acceptable form by 15 Nov., or the paper is a zero.

The Paper:

Your finished paper must be **3000-4000 words, not counting footnotes, bibliography, cover sheet, and so forth (4500-6000 for HIST 515)**. The research paper is to be a piece of formal writing, using clear, concise, and grammatically correct college-level US English, and a quarter of your grade will depend on style. Style includes matters of usage, spelling, punctuation, and grammar, as well as the formatting demands of bibliographies and notes. All of these are necessary for professional writing, regardless of the standard that you use in your eventual profession.

As this is a history course, I require that your written work use the citation and formatting styles from our required Rampolla *Pocket Guide for Writing in History* (8th ed.) or the *Chicago Manual of Style* (16th / 17th ed., available online via the Libraries) on which it is based. **You are to use footnotes/endnotes and a bibliography, not in-text citation.** Following a style guide’s prescriptions can save you from inadvertent failure to cite sources and the epic sadness that attends it, so this is a good opportunity to learn how to use one. MLA and APA are *not* OK, except for graduate students by permission. The ten-source expectation holds here as in the proposal, subject to the specific needs of a given project. If you are not familiar with the use of style guides, I shall do my best to help. Writing assistance is also available from the Writing Labs at the UO Teaching and Learning Center; see <<http://tlc.uoregon.edu/>> for more information.

Plan ahead. The final draft of the paper is due Wednesday of exam week, so mind your other papers and exams. You may submit your paper sooner, and I may be able to look at draft versions and outlines if you have them ready early enough. **I do not give extensions or incompletes**, unless you have an extreme case.