

HIST 415/515: ADV TOPICS IN WORLD HISTORY

THE AGE OF IMPERIALISM

Fall Term 2017 – TR 1200-1320 – Lillis 185 – CRN 16643 / 16644
Version 1.01, 25 Sep 2017

Professor: Lindsay Frederick Braun
Office: 311 McKenzie Hall
Telephone: x6-4838 on-campus (email far preferred)
Email: lfbraun@uoregon.edu
Office hours: TR 0845-1000 and by appointment

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 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 (1914-1918). 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 Blackboard at any given time should be considered the only truly holy version. I articulate virtually everything somewhere within this syllabus, so there should be no big surprises.

Course Plan and Assignments

Participation: (20%+) Speaking in discussion and otherwise interacting with me and others in the context of the course forms about 20% of your grade. Participation extends beyond set-piece discussions and includes impromptu conversations we enter during class periods, but ultimately it's about being engaged and exchanging ideas. This means that if you like to melt into the scenery, an A- will be extremely hard to attain. If you have more than one or two absences, this grade will also soon collapse. 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 a middling performance on the papers.

Four (out of five) fortnightly response papers: (10% each, total 40%) Every second week, starting at 5:00pm on the Friday of week 2, you must tender a 1000- to 1200-word (about 4-5 pages) response paper on the prior two weeks' readings, giving your own insights about their contents and the issues they raise for you; general questions and notes appear on p. 9. You must include citations, but they do not count towards the word limit. The papers' purpose is to get you thinking 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 Rampolla chapter 7 (see course texts). Be concise—exceeding the word count by more than about 10% words will result in a markdown. **You must tender the papers in weeks 4 and 10, but you may drop or skip any one of the other three.**

Research Paper (3000-4000 words, roughly 11-15 pages, not including notes and bibliography) 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 you 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 failing mark. Note the due dates, and plan accordingly—don't let them sneak up on you! Please see pp. 9-10 for detailed information. **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 if you need this to satisfy the Africa/Middle East requirement for the History major. In that case, you will be constrained in terms of your response and research papers.

Graduate students enrolled in History 515 (CRN 16646) will have modified requirements, although they will include all regular readings and assignments. The primary changes are two: first, the paper will be longer (5000-6000 words), must use primary (contemporary original) sources, and is expected to address the historiography or interpretation of its subject; and second, group discussion meetings and additional readings for those sessions. Graduate registrants and the professor together will determine the specific content and scheduling of the latter requirements at an appropriate time in order to accommodate everyone and make the course as rewarding as possible for graduate students' various academic interests and goals.

Grading (for HIST 415)

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

Response Papers (4 x 20 pts):	80 pts	40%
Research Paper (Proposal 10 pts, Paper 70 pts):	80 pts	40%
Participation (Discussion/etc; may include quizzes):	40 pts+	20%+

Please pay close attention to the important due dates and times, which are recapitulated at the end of this syllabus. Late 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. The last response paper may not be late. If you know you will have an issue with a deadline, you need to tell me as soon as possible. *Ex post facto* excuses are unacceptable; I will reject them unless the matter was an emergency **and** you have documentation. You alone are responsible for your work being in order and reaching me on time.

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

Percentage	Gr	87.00 to 89.99	B+	77.00 to 79.99	=	C+		
93.00 and up:	=	A	83.00 to 85.99	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. **Be sure 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
- 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.)
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History* 8th ed. Boston: Bedford, 2012. ISBN: 978-1457690884 (**This one is essential for correct style and guidance for history writing.**)
- Wesseling, H. L. *The European Colonial Empires 1815-1919*. London: Routledge, 2004. ISBN: 978-0582095519 ; Amazon has it for \$62.50 and Kindle for about \$50 if nothing else.

I do not intend to put copies of these books on reserve, but if there is enough demand I shall see. contact me if you have problems getting them. All other readings (and there are many) will be available on Blackboard 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 marshal your time, focus on the documents/novels first; they form the heart of discussions and papers.

Policies:

Attendance: I expect 100% attendance at class meetings and events, given that we are meeting only twice a week. Absences for reasons unrelated to properly documented illness or emergency will harm your participation grade dramatically. Poor attendance also tends to result in poor grades because lectures and discussions do not merely recapitulate the readings, and getting notes from a classmate is a very poor substitute to being engaged with us. I also ask that you be punctual, as late arrival and early departure—including “rustling”—are disruptive. If you have insufficient time between classes to be on time and stay the entire period, please rethink your schedule. I will do my best to accommodate you and class on time.

Special Needs and 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 create particular problems, and their use has a demonstrably negative effect on learning and participation in lecture-heavy courses like ours.¹ **I therefore discourage their use unless you have a documented need from the Accessible Education Center (<http://aec.uoregon.edu>), but permit them if you sit in the back row of the room where the screens will not be visible to non-laptop-using students.** I am not empowered to make other special arrangements myself, but rest assured that I will do everything in my power to address your documented needs. 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.

Style and Research Standards: We follow the standards for sources and writing/citing used in the discipline of History. If you have not written papers in history courses 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—magazine articles and History Channel shows won’t do it.

Academic Honesty: The information in this subsection isn’t necessary for 99+% of the students in my courses, but unfortunately my 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.

Everything Else: In all other matters of classroom policy, I default to the Duck Guide or the relevant Departmental policy. If you’re not sure of something, please ask!

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, especially primary sources. All readings not from the core books have their locations noted.

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

PART 1: INTRODUCTION

- T 26 Sep 1.1 Defining Empires and Colonies (Course Introduction)**
- R 28 Sep 1.2 Theories, Processes, Theories**
 H. L. Wesseling, *The European Colonial Empires 1815-1919* (London: Longman, 2004), 13-75.
 Jürgen Osterhammel, *Colonialism: A Theoretical Overview*, trans. Shelley Frisch (Princeton: Markus Wiener, 2005), 3-22. **C**
 Barbara Bush, *Imperialism and Postcolonialism* (Harlow: Pearson, 2006), 43-76.
 Optional (rec'd) Antoine Bushon, "Rules of Thumb: British History and 'Imperial Culture' in Nineteenth and Twentieth Century Britain," *Women's History Review* 3, no. 4 (1994): 483-501. **C**
- T 3 Oct 1.3 The Dawn of a British Century?**
 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**

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

- R 5 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).
- F 6 Oct First response paper due via Canvas, 5:00pm (for Pt 1) – see p.9**
- T 10 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**
 Report of the Select Committee on Aborigines (British Settlements), 1837, No. 425, at 3-6 and 77-87. **C**
 "Africa – G. W. F. Hegel [1822]," in *Archives of Empire* vol. 2, ed. Barbara Harlow and Mia Carter (Durham: Duke University Press, 2003), 21-28. **C**

- R 12 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**

F 13 Oct **Short proposal due by 5:00pm – see p.10**

- T 17 Oct** **2.4 The Critique of Colonial Capitalism**
 Finish Multatuli, *Max Havelaar* (discussion today).

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

- R 19 Oct** **3.1 New Impulses and New Powers**
 Wesseling, *European Colonial Empires*, 121-146. (Skim 147-227 if possible)
 Helen Valley, *Africa as a Living Laboratory: Empire, Development, and the Problem of Scientific Knowledge* (Chicago: University of Chicago Press, 2011), 31-68.
 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* vol. 2, ed. Barbara Harlow and Mia Carter (Durham: Duke University Press, 2003), 28-42. **C**

F 20 Oct **Second response paper (REQUIRED) due via Canvas, 5:00pm (Pt 2) – see p.9**

- T 24 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**
 “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**
 Rudyard Kipling, “The White Man’s Burden [1899].” [Link to Fordham Internet History Sourcebook](#). Also **C**
 Herbert Spencer, “The Primitive Man—Intellectual,” in *Archives of Empire* vol. 2, ed. Barbara Harlow and Mia Carter (Durham: Duke University Press, 2003), 195-208. **C**

- R 26 Oct** **3.3 Contesting Colonial Conquest: Ways and Means**
 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
 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 79-81 at 20. C
 Thongchai Winichakul, *Siam Mapread: A History of the Geo-Body of a Nation* (Honolulu: University of Hawaii Press, 1994), 113-127. C

- T 31 Oct** **3.4 Existential Crises and Millenarian Impulses**
 James Mooney, *The Ghost Dance Religion and the Sioux Outbreak of 1890* (Washington, DC: Govt Printing Office, 1896), 777-791.
 “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
 Fei Qihao, “The Boer Rebellion, 1900.” [Link to Fordham Internet History Sourcebook](#). Also C

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

- R 2 Nov** **4.1 Institutionalizing Systems of Rule**
 Bessel, *European Colonial Empires*, 147-227.

F 3 Nov **Third response paper due via Canvas, 5:00pm (Pt 3) – see p.9 “Do or Die” date for late paper proposals.**

- T 7 Nov** **4.2 Empire and Society, Home and Away**
 Bush, *Imperialism and Postcolonialism*, 115-145. C
 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.

- R 9 Nov** **4.3 Moral Perils and Social Control in the Colonial World**
 Diana Jeater, *Law, Language, and Science: The Invention of the “Native Mind” in Southern Rhodesia, 1890-1930* (Portsmouth NH: Heinemann, 2007), 1-20. C
 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
 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

- T 14 Nov 4.4 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**
 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**
 Edmund Dene Morel, “Native Life Under Congo State Rule,” in *Archives of Empire* vol. 2, ed. Barbara Harlow and Julia Carter (Durham: Duke University Press, 2003), 741-756. **C**
- Note: I have Casement’s reports on the Congo, if you wish to read further.

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

- R 16 Nov 5.1 From Politics to War, and Back Again**
 Wesseling, *European Colonial Empires*, 229-249.
 Burbank and Cooper, *Empires in World History*, 369-393. **C**
Begin reading Orwell, *Burmese Days*.
- F 27 Feb Fourth response paper due via Canvas, 5:00pm (Pt 4) – see p.9**
- T 21 Nov 5.2 Corrupting Dissent, by Word and Deed**
 Michael Adas, *Machines as the Measure of Men* (Ithaca: Cornell University Press, 1989), 345-401. **C**
 Samuel Clemens [Mark Twain], “To the Person Sitting in Darkness,” *North American Review* 117, no. 531 (1901): 161-176. **C**
 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**
- T 23 Nov THANKSGIVING RECESS – NO SESSION. Read more Orwell!**
- T 28 Nov 5.3 Colonial Voices and New Protest**
 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**
- R 30 Nov 5.4 Twilight and Malaise**
 Finish Orwell, *Burmese Days* (discussion today).
- F 1 Dec Fifth response paper (REQUIRED) due via Canvas, 5:00pm (Pt 5) – see p.9; THIS ONE MAY NOT BE LATE.**

END OF REGULAR TERM

- W 6 Dec MAJOR PAPER DUE BY 12:00PM (Noon); you may however tender it sooner.**

Response Paper Prompts (subject to change):

The response papers are expected to address the prior “part” of the course, and the use of readings from the preceding two weeks forms a major part of the grading, and 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. Don’t forget that you **MUST** tender response papers 2 and 5, but may skip either 1, 3, or 4.

- 1) Does the development of the colonial empires up to the 1870s support the definitions Osterhammel provides, or is something missing from one or the other?
- 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?
- 3) Did the impulses and ideas behind imperialism in the late nineteenth century determine the outcome of resistance or negotiation efforts like the one we’ve seen, or did it depend on individuals on one side or another? (Or something else, in between, etc.?)
- 4) Tension between the moral claims and economic practices of empire are a common historical theme. Was one ascendant in a relationship? Were they interdependent and how?
- 5) Orwell lets us look back at the development of one iteration of imperial order. How does *Burmese Days* show the challenges to empire posed by imperial and colonial critics, as well as the upheaval and doubt created in the wake of World War I?

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 categories of tasks.**

We can discuss subjects and sources during my office hours, by appointment, or even via email. 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 21 January. 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.

Proposal:

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

- 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 are considering.
- 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?** Do 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 (annotate optional, but feel free to comment on sources) **of at least ten potential scholarly 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 bibliography; only the bibliography must conform to style.

The Paper:

Your finished paper must be **3000-4000 words not counting footnotes, bibliography, cover sheet, and so forth (5000-6000 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 even be able to look at draft versions and outlines if you have them ready early enough. **I do not give extensions or incompletes, even to grads, unless you have a truly extreme (and fully documented) case.**