Professor Chester
Hellems 225
Office Hours: Mon/Wed 2-3 and by appointment
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HISTORY 4339: BORDERLANDS OF EMPIRE

<www.colorado.edu/history/chester/HIST4339.htm>

Presenting the borderlands of the British Empire as central rather than peripheral, this course examines their development through imperial expansion, consolidation, and decolonization. Themes include domination, resistance, and negotiation in areas such as Afghanistan, India, and the Palestine Mandate. Students will acquire skills in comparative history and develop a better understanding of the roots of contemporary conflict. Prior knowledge of South Asian, Middle Eastern, and/or African history will be helpful but is not required. Sophomore standing and well-developed writing skills are prerequisites.

The course is organized in four sections: an introduction to borderlands studies, South Asian borderlands, Middle Eastern borderlands, and African borderlands. Within the geographical sections, lectures are organized in a roughly chronological fashion. Lecture topics are indicated below. The course also provides an introduction to comparative historical methodology. Course requirements include a book review (due the second week of class), quiz, midterm exams, and 10-15 page research paper, with a paper proposal, primary source exercise, and two drafts to be submitted during the semester. The workload for this course is heavy, with up to 150 pages of reading per week.

REQUIRED READING

Texts (available at CU bookstore):

Piers Brendon, *The Decline and Fall of the British Empire* (New York: Knopf, 2008)

Ngugi Wa Thiong'o, *Decolonising the Mind* (London: Heinemann, 1986)

Bapsi Sidhwa, *Cracking India* (Minneapolis: Milkweed, 1991)

E-reserves (available at <libraries.colorado.edu/search/p>):

Michiel Baud and Willem van Schendel, "Toward a Comparative History of Borderlands," *Journal of World History* 8:2 (Fall 1997): 211-242

Walter Conan Doyle, "The Sign of Four," *The Complete Adventures of Sherlock Holmes* (Garden City, NY: Garden City Books, 1952)

Stephen B. Jones, "Boundary Concepts in the Setting of Place and Time," *Annals of the Association of American Geographers* 49:3 [Part 1] (Sep 1959): 241-255

Walter Laqueur and Barry Rubin, eds., *The Israel-Arab Reader*, 6th rev. ed. (New York: Penguin, 2001) 1-77

Online resources:

History Department Guidelines:

"Writing" <www.colorado.edu/history/guidelines/index.html>

"Referencing" <www.colorado.edu/history/guidelines/referencing.html>

"Research on the Internet" <www.colorado.edu/history/guidelines/internet.html>

Honor Code Violations:

<www.colorado.edu/academics/honorcode/studentinfo/violation.htm>

ASSIGNMENTS

BOOK REVIEW—DUE JAN 20

QUIZ—JAN 29
The quiz will cover citation format, the Honor Code, and borderlands definitions and characteristics.

PAPER PROPOSAL (2-3 pages)—DUE FEB 19
Identify a topic in borderlands history that you will address in your final paper. Specify the question or questions you will attempt to answer. Include a preliminary bibliography of relevant secondary accounts.

MIDTERM EXAMS—FEB 26, APR 19
The midterms will include identification questions and one essay selected from several choices.

PRIMARY SOURCE EXERCISE (2 full pages)—DUE MAR 8
Identify at least one primary source you will use in writing your final paper. These sources may be textual, visual (e.g. a map), or even aural (e.g. a national anthem). Provide a full citation and brief description, as well as a preliminary discussion of your source's relevance to the question(s) outlined in your paper proposal.

PAPER DRAFTS (5-10 pages and 10-15 pages)—DUE MAR 31 AND APR 14

FINAL PAPER (10-15 pages)—DUE APR 30
This is a research paper and your argument must be based on primary sources. The paper must also include a discussion of relevant secondary accounts. Take note: papers that do not meet these fundamental requirements and lack prior approval from me may be penalized a minimum of two letter grades (e.g. from an A to a C). If you have questions about primary sources, ask me.

Be warned: If attendance and/or attention flags, I may conduct in-class quizzes or add other assignments. In this case, I will adjust the grading percentages accordingly and announce the new percentages in class.

RELIGIOUS OBLIGATIONS AND CLASS CONFLICTS
If you have a conflict with exams, assignments, or class meetings because of religious obligations, please let me know at least two weeks in advance. We will work together to arrange appropriate accommodations.

CU DISABILITY SERVICES
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services as soon as possible so that your needs can be addressed. You can reach Disability Services at (303) 492-8671, at Willard 322, or through their website <www.colorado.edu/disabilityservices>; they determine accommodations based on documented disabilities.

GRADING

Grades will be determined on the basis of the book review (5%); quiz (5%); paper proposal (5%); primary source exercise (5%); paper drafts (5% each); two midterm exams (20% each); final paper (30%). If you need an extension, **discuss it with me in advance**. I do not offer makeup exams except under extraordinary circumstances (e.g. a medical emergency or death in the family); court dates or other legal entanglements are not acceptable excuses. Late work will be penalized.

OFFICE HOURS AND EMAIL

Coming to my office hours (listed above) is the best way to get immediate feedback. Email should be reserved for non-urgent questions I can answer in a sentence or two. I aim to reply to emails within 72 hours.

PLAGIARISM

Plagiarism will not be tolerated. As a violation of the CU Honor Code and the university's policy on Academic Integrity, it is punishable by dismissal from the university. We will discuss proper citation in class, but you are responsible for familiarizing yourself with the meanings of plagiarism.

A key element of the university Honor Code is that CU students will not plagiarize (that is, use the words and thoughts of others as their own). As part of the effort to control plagiarism and to ensure that submitted works from students are fully their own, the university has subscribed to TurnItIn.com. As the Honor Code website notes, "This service allows faculty to submit sentences, paragraphs, or entire term/research papers or other scholarly works to the TurnItIn.com website for review. After the service scans more than 1.5 billion pages on the Internet, the faculty member will receive a report including the percentage of the material that has been identified as drawn from other sources, the degree of similarity in the matching material, and live hyperlinks to the original source material so that each faculty member can determine for themselves whether plagiarism has indeed occurred." The electronic files submitted will then become part of the TurnItIn "closed database." According to the Honor Code website, "This procedure not only ensures that multiple submissions of the same material can be detected, regardless of the passage of time or the location of the submission, but protects the integrity of each student's scholarly efforts. No additional access to, use, or publication of the material in this paper bank is made by TurnItIn.com."

It is my intention to submit all student papers to TurnItIn.com, to give a grade of F in the course to any student in violation of the CU Honor Code, and to refer incidents of plagiarism to the Honor Code Council. Note that you cannot submit the same paper for two different classes without the express permission of both instructors.

If you have any questions about this procedure or about any matter regarding proper citation and the Honor Code, ask me.

CLASSROOM BEHAVIOR

In this class, we will all treat each other with respect. Civil discussion of differing viewpoints is an essential part of the study of imperial history. Appropriate classroom behavior includes

arriving on time and remaining for the entire class; let me know before class if you will need to leave early. In order to avoid distracting your colleagues, do not eat, sleep, surf the web, read the newspaper, text your friends, play games, or have private conversations during class. **Turn cell phones off.**

DISCRIMINATION AND SEXUAL HARASSMENT

The University of Colorado at Boulder policy on Discrimination and Harassment (http://www.colorado.edu/policies/discrimination.html), the University of Colorado policy on Sexual Harassment, and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

COURSE OUTLINE

WEEK ONE: Introduction to Borderlands

Ngugi 1-118

• Jan 11: welcome and introduction to the course; writing a book review
• Jan 13: borderlands; definitions
• Jan 15: regions

WEEK TWO: Overview of Borderlands

Jones, Baud and Schendel, Department Guidelines, Honor Code

Book review due at the beginning of class on Wednesday, Jan 20

• Jan 18: Martin Luther King Day (no class)
• Jan 20: borderlands characteristics; BOOK REVIEW DUE
• Jan 22: cases

WEEK THREE: Early Imperial Borderlands

Brendon 3-31, Conan Doyle

• Jan 25: religious borderlands
• Jan 27: literature and the imperial mind
• Jan 29: QUIZ

SOUTH ASIA

WEEK FOUR: European Imperial Expansion in South Asia

Brendon 32-96

• Feb 1: Mughal boundaries
• Feb 3: maps and power
• Feb 5: the Great Game

WEEK FIVE: Resistance and Negotiation
Brendon 97-140, 219-253, Sidhwa 1-50
• Feb 8: the Afghan wars
• Feb 10: communalism and territoriality
• Feb 12: the rise of Gandhi

WEEK SIX: Independence and Partition
Paper proposal at the beginning of class on Fri, Feb 19.
Sidhwa 51-200
• Feb 15: partitioning British India
• Feb 17: aftermath
• Feb 19: TBA

WEEK SEVEN: The Aftermath of Partition
If you must obtain sources through Interlibrary Loan, order them now!
Brendon 379-420; Sidhwa 200-296
• Feb 22: library session
• Feb 24: reading discussion
• Feb 26: MIDTERM ONE (bring a bluebook)

THE MIDDLE EAST
WEEK EIGHT: Lines in the Sand
Brendon 254-355
Bring a primary source to class for discussion on Fri, Mar 5
• Mar 1: boundary-making in the Middle East
• Mar 3: pan-Islam
• Mar 5: primary source discussion

WEEK NINE: The Palestine Mandate
Brendon 466-486
Primary source analysis due at the beginning of class on Mon, Mar 8
• Mar 8: British interests in the Middle East
• Mar 10: the Palestine Mandate
• Mar 12: religious segregation

WEEK TEN: Conflict and Partition
Laqueur and Rubin
• Mar 15: partition proposals
• Mar 17: Britain's withdrawal from Palestine
• Mar 19: society and ethnicity in Africa

WEEK ELEVEN: Spring Break

AFRICA

WEEK TWELVE: The Scramble for Africa

Paper drafts (5-10 pages) due at the beginning of class on Wed, Mar 31

Brendon 141-218

• Mar 29: the "Scramble for Africa"
• Mar 31: European expansion and its impact on African societies
• Apr 2: methods of colonial control

WEEK THIRTEEN: Imperial Boundary-making in Africa

Brendon 356-367, group drafts

• Apr 5: paper draft discussion
• Apr 7: society and territory in Africa
• Apr 9: European expansion in Africa

WEEK FOURTEEN: Britain in Sudan

Paper drafts (10-15 pages) due at the beginning of class on Wed, Apr 14

Brendon 367-378, 487-515

• Apr 12: The Congo
• Apr 14: Sudanese society
• Apr 16: review

POST-COLONIAL BORDERLANDS

WEEK FIFTEEN: Legacies of Decolonization

No assigned reading. Work on your research.

• Apr 19: MIDTERM TWO (bring a bluebook)
• Apr 21: TBA
• Apr 23: TBA

WEEK SIXTEEN: Course Wrapup

Read the international section of the *New York Times* or *Washington Post* this week, considering the current state of the British imperial borderlands we have studied this semester. Both newspapers are available online at <www.nyt.com> and <www.washingtonpost.com>.

Final paper due at the beginning of class on Fri, Apr 30

• Apr 26: borderlands today
• Apr 28: citation discussion
• Apr 30: wrapup