HISTORY 4339: BORDERLANDS OF EMPIRE

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 or African history will be helpful. Well-developed writing skills are required.

The course is organized in five sections: an introduction to borderlands studies, South Asian borderlands, Middle Eastern borderlands, African borderlands, and post-colonial legacies. 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 midterm exam, final exam, and 8-10 page research paper, with a paper proposal and primary source exercise to be submitted during the semester. The workload for this course is demanding, with at least 100 pages of reading on many weeks.

REQUIRED READING
Texts (available at CU Bookstore):

Articles (available on D2L):
Piers Brendon, The Decline and Fall of the British Empire (New York, Knopf, 2008) excerpts
Department of History “Paper Guidelines,” “Internet,” and “Referencing”
<www.colorado.edu/history/undergraduates/paper-guidelines>
<www.colorado.edu/history/undergraduates/paper-guidelines/using-internet-research>
<www.colorado.edu/history/undergraduates/paper-guidelines/referencing>


**ASSIGNMENTS** (complete guidelines to be distributed in class):

**PAPER PROPOSAL** (1-2 pages)—**DUE SEP 30**

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.

**PRIMARY SOURCE EXERCISE** (2 pages)—**DUE OCT 17**

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.

**MIDTERM EXAM**—**OCT 28**

The midterm will include identification questions and one essay (from several choices).

**PAPER DRAFT** (4-5 pages)—**DUE NOV 4**

**FINAL PAPER** (8-10 pages)—**DUE DEC 2**

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.

**FINAL EXAM**—**DEC 13, 1:30-4:00PM**

The format of the final will be similar to that of the midterm exam, unless otherwise announced in class.
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**
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. For full details, see www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-and-or-exams. If you have a conflict with 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 (for exam accommodations provide your letter at least one week prior to the exam) so that I can address your needs. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see “Temporary Injuries guidelines” under the Quick Links at http://www.colorado.edu/disabilityservices and discuss your needs with me.

**GRADING**
Grades will be determined on the basis of paper proposal (10%); primary source exercise (15%); midterm exam (20%); paper draft (5%); final paper (30%); and final exam (20%). Late assignments will be penalized a third of a grade for each day they are late; for example, an A paper that is submitted two days late will receive a B+. If you need an extension, you must discuss it with me in advance, except in cases of documented medical or family emergency. I do not offer makeup exams except under extraordinary circumstances (e.g. a medical emergency or death in the family). Any work that you do not pick up will be confidentially disposed of after one year. I grade as follows: 98-100=A+, 94-97=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 67-69=D+, 64-66=D, 60-63=D-, 59 and below=F.

**OFFICE HOURS AND EMAIL**
Coming to my office hours (listed above) is the best way to get immediate feedback. Email should be reserved for questions I can answer in a sentence or two. I aim to reply to emails within 3 business days.

**THE HONOR CODE AND PlAGIARISM**
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. It is my intention to report all incidents of academic misconduct to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from me and non-
academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information can be found at <www.honorcode.colorado.edu>.

I will not tolerate plagiarism. 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; “Sources: Their Use and Acknowledgement,” published by Dartmouth College, is an excellent resource <www.dartmouth.edu/~sources>.

A key element of the university Honor Code is that CU students will not plagiarize (that is, present the words or 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 subscribes 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 violations to the Honor Code Council. Note that you cannot submit the same material 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
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see policies at www.colorado.edu/classroom-behavior-policy-0 and at www.colorado.edu/osc/#student_code.

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. Please do not eat, sleep, read the newspaper, email, IM/text, play games, have
private conversations, etc. during class. I invite you to turn your phone off and to consider
class time an opportunity to take a break from texts, email, and social media.

DISCRIMINATION AND SEXUAL HARASSMENT
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive
learning, working, and living environment. CU-Boulder will not tolerate acts of sexual
misconduct, discrimination, harassment, or related retaliation against or by any employee or
student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual
harassment, intimate partner abuse (dating or domestic violence), stalking, or related
retaliation. CU Boulder’s Discrimination and Harassment Policy prohibits discrimination,
harassment or related retaliation based on race, color, national origin, sex, pregnancy, age,
disability, creed, religion, sexual orientation, gender identity, gender expression, veteran
status, political affiliation or political philosophy. Individuals who believe they have been
subject to misconduct under either policy should contact the Office of Institutional Equity
and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above
referenced policies, and the campus resources available to assist individuals regarding sexual
misconduct, discrimination, harassment, or related retaliation can be found at
www.colorado.edu/institutionalequity.

COURSE OUTLINE

WEEK ONE: Introduction to Borderlands
Reading: History Department “Paper Guidelines,” “Internet,” and “Referencing”
• Aug 22: welcome and introduction to borderlands studies
• Aug 24: definitions
• Aug 26: introduction to regions

WEEK TWO: Overview of Borderlands
Jones, Baud and Schendel, Martinez
• Aug 29: borderlands characteristics
• Aug 31: borderlands characteristics, cont.
• Sep 2: imperial mindsets

WEEK THREE: Early Imperial Borderlands
Curzon, Thomas
• Sep 5: LABOR DAY HOLIDAY
• Sep 7: religious borderlands
• Sep 9: Mughal boundaries: Islamic India
**SOUTH ASIA**

**WEEK FOUR: European Imperial Expansion in South Asia**

*If you’ll need sources from Interlibrary Loan, order them now*

Embrée, begin Conan Doyle
- Sep 12: British expansion in South Asia
- Sep 14: maps and power
- Sep 16: race in the borderlands

**WEEK FIVE: Imperial Consolidation in India and Afghanistan**

Continue Conan Doyle, Prescott 227-233, 239-41
- Sep 19: The Great Game
- Sep 21: the Northwest Frontier
- Sep 23: the Anglo-Afghan wars

**WEEK SIX: Resistance and Negotiation**

*Paper proposal due by beginning of class on Friday, Sept 30*

Complete Conan Doyle
- Sept 26: territoriality and communalism I
- Sept 28: territory and communalism II
- Sept 30: the rise of Gandhi

**WEEK SEVEN: Partition and Its Aftermath**

Chatterji, Manto
- Oct 3: partitioning British India
- Oct 5: LIBRARY SESSION (meet in Norlin E260A/B)
- Oct 7: adjusting to new boundaries

**THE MIDDLE EAST**

**WEEK EIGHT: Lines in the Sand**

*Bring a primary source to class for discussion on Wed, Oct 12*

Prescott 262-280, Schofield and Schofield, Mansfield
- Oct 10: boundary-making in the Middle East
- Oct 12: primary source discussion
- Oct 14: primary source presentations

**WEEK NINE: British Interests in the Middle East**

*Primary source exercise due by the beginning of class on Mon, Oct 17*

Lacour and Rubin 1-77
- Oct 17: Britain’s evolving interests
- Oct 19: the Palestine Mandate
- Oct 21: LIBRARY STACKS VISIT (meet in Norlin E260A/B)

**WEEK TEN: The Palestine Mandate**

Morris 161-189, 249-258
- Oct 24: partition proposals
- Oct 26: Britain’s withdrawal from Palestine
- Oct 28: MIDTERM
AFRICA

WEEK ELEVEN: The Scramble for Africa
*Paper drafts (4-5 pages) due to me and to your group by Fri, Nov 4*
Prescott 242-261, Nugent and Asiwaju 1-67
- Oct 31: the “Scramble for Africa”
- Nov 2: European expansion and its impact on African societies
- Nov 4: methods of colonial control

WEEK TWELVE: Imperial Boundary-making in Africa
Asiwaju, group drafts
- Nov 7: paper draft discussion
- Nov 9: society and territory in Africa
- Nov 11: European expansion in Africa

WEEK THIRTEEN: Legacies of Decolonization
*No assigned reading. Work on your research.*
- Nov 14: writing discussion
- Nov 16: writing workshop
- Nov 18: TBA

WEEK FOURTEEN: FALL BREAK

WEEK FIFTEEN: Congo and Sudan
Brendon 367-378, 487-515
*Final paper due by the beginning of class on Fri, Dec 2*
- Nov 28: The Congo
- Nov 30: citation discussion
- Dec 2: Sudanese society

POST-COLONIAL BORDERLANDS

WEEK SIXTEEN: Legacies of Decolonization in South Asia, the Middle East, & Africa
Schendel
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.nytimes.com> and <www.washingtonpost.com>.
- Dec 5: borderlands today
- Dec 7: discussion
- Dec 9: review

FINAL EXAM Tuesday, December 13, 1:30-4:00pm