HISTORY 4349: DECOLONIZATION OF THE BRITISH EMPIRE
<learn.colorado.edu/d2l/home/188201>

This course examines the end of the British Empire. Focusing on connections between imperial territories, it analyzes networks of anticolonial activists and links between British decision-makers. Themes include control, resistance, negotiation, and conflict, primarily in South Asia and the Palestine Mandate. Students will acquire skills in comparative history, improve their writing, and develop a better understanding of the roots of contemporary conflict. Prior knowledge of British imperial, South Asian, Middle Eastern, and/or African history will be helpful but is not a prerequisite.

The course is organized in four sections: an overview of the structures of imperialism and of decolonization, an in-depth analysis of the intertwined decolonizations of South Asia and the Palestine Mandate, case studies of insurgency and counterinsurgency operations, and a discussion of decolonization's impact on the world today. Lectures are organized in roughly chronological fashion, following the topics indicated below. Course requirements include a midterm exam, final exam, and a 10-12 page research paper, with a paper proposal, primary source exercise, and draft to be submitted during the semester. The workload for this course is heavy, with up to 100 pages of reading per week.

REQUIRED READING
Text (available at CU bookstore):
Piers Brendon, The Decline and Fall of the British Empire (New York, Knopf, 2008)

D2L Readings:
Lucy Chester, Borders and Conflict in South Asia (Manchester: Manchester UP, 2009)
1-8, 106-149
———, “Boundary Commissions as Tools to Safeguard British Interests at the End of Empire,” Journal of Historical Geography 34:3 (Jul 2008): 494-515
———, India and Palestine Anti-Colonial Connections and the End of Empire (book manuscript) draft chapters
Kevin Grant, “The Transcolonial World of Hunger Strikes and Political Past, c. 1909-1935” in Ghosh and Kennedy, Decolonizing Empire, 243-269.
Ngugi Wa Thiong'o, Decolonising the Mind (London: Heinemann, 1986), excerpts
Kate O’Malley, “Ireland, India and Empire: Indo-Irish Separatist Political Links and Perceived Threats to the British Empire” in Foley and O’Connor, 225-232
Michael Silvestri, “An Irishman is Specially Suited to be a Policeman” History Ireland 8:4 (2000) 40-44
Charles Tegart, “Terrorism in India” (Calcutta: New Age Publishers, 1983 [1932])

Online Resources:
“Honor Code Violations” <honorcode.colorado.edu/student-information/what-violation>
“Paper Guidelines” <www.colorado.edu/history/undergraduates/paper-guidelines>
“Referencing” <www.colorado.edu/history/undergraduates/paper-guidelines/referencing>
“Using the Internet for Research” <www.colorado.edu/history/undergraduates/paper-guidelines/using-internet-research>

ASSIGNMENTS
PAPER PROPOSAL (2-3 pages)—DUE FEB 21
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 EXAM—FEB 28
The midterm will include identification questions and one essay selected from several choices.

PRIMARY SOURCE EXERCISE (2 pages)—DUE MAR 9
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 DRAFT (6-8 pages)—DUE APR 18

FINAL PAPER (10-15 pages)—DUE MAY 1
This is an analytical research paper; it must have an argument, which 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. It is difficult to set fixed guidelines for the number of sources required, since each research project is different, but generally speaking you should use at least five primary sources and at least ten secondary accounts.

FINAL EXAM—MAY 8
Format will resemble that of midterm.
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.

GRADING
Grades will be determined on the basis of the paper proposal (10%); primary source exercise (10%); midterm exam (20%); paper draft (10%); final paper (25%); and final exam (25%). If you need an extension, 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). 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+. 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. You can check your grades via the D2L grade book.

OFFICE HOURS AND EMAIL
Coming to my office hours for a face-to-face discussion 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 72 hours (excluding weekends).

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 www.colorado.edu/disabilityservices and discuss your needs with me.

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.

PLAGIARISM AND THE HONOR CODE
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 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 has subscribed to TurnItIn.com. According to the Honor Code office, “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 office, “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 explicit permission from both instructors.

If you have any questions about this procedure or about any matter regarding proper citation and the Honor Code, don’t hesitate to ask me.

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 responsible for violating 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) from the Honor Code Council. Additional information can be found at <www.honorcode.colorado.edu>.

**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 and anticolonial history. I expect that we will all arrive on time and remain for the entire class; let me know before class if you’ll need to leave early. We will discuss technology use and come up with a class policy together, but please respect your colleagues’ need to concentrate. In order to avoid distracting them, please do not eat, sleep, surf the web, read the newspaper, text, play games, or have private conversations during class.

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.

**COURSE OUTLINE**

**WEEK ONE: Introduction to Decolonization**
Reading: carefully read this syllabus; Ngugi excerpts
- Jan 17: definitions (collaboration, resistance, nationalism)
- Jan 19: cases and decolonizing the mind (Ngugi discussion)

**WEEK TWO: Early Decolonization**
Dept Guidelines; Honor Code; Brendon 3-14, 294-316; Ó Bheacháin; O’Malley; Grant
- Jan 24: the United States and Ireland
- Jan 26: the official mind and structures of empire

**THE 1920S: TRANScolonial Connections BETWEEN INDIA AND PALESTINE**

**WEEK THREE: Historical Roots**
Brendon 125-140, 317-333
- Jan 31: India’s 1857 uprising and its aftermath
- Feb 2: the development of pan-Islam

**WEEK FOUR: Nationalist and Anti-Colonial Movements**
- Feb 7: Indian, Arab, and Zionist nationalisms
- Feb 9: the Khilafat movement and post-1924 pan-Islam
THE 1930s: NOTHING TO FEAR

WEEK FIVE: Insurgency and Counter-Insurgency
Brendon 466-477; Chester draft chapter; Tegart; Ghosh
• Feb 14: aftermath of the Khilafat movement
• Feb 16: Palestine’s 1936 uprising

WEEK SIX: Seeking a Solution
Paper proposal at the beginning of class on Tues, Feb 21
Chester draft chapter, Kumaraswamy, Sinanoglou
• Feb 21: Zionists in India
• Feb 23: the Peel Commission, review session

WEEK SEVEN: Midterm Exam and Library Session
Identify sources and start ordering Interlibrary Loan items now!
No reading; study for midterm
• Feb 28: MIDTERM (bring a bluebook)
• Mar 2: library visit

THE 1940s: A LARGE-SCALE GUILLOTINE

WEEK EIGHT: Nationalist Links
Bring a primary source to class for discussion on Tue, Mar 7
Primary source analysis due at the beginning of class on Thu, Mar 9
Brendon 395-420, Chester draft chapter
• Mar 7: primary source discussion
• Mar 9: Arab alliances, the Quit India campaign, and the Pakistan movement

WEEK NINE: Research Meetings
Self-selected research reading
• Mar 14: one-on-one research meetings with Prof. Chester in HLMS 225
• Mar 16: one-on-one research meetings with Prof. Chester in HLMS 225

WEEK TEN: Boundary Commissions and Partition
Brendon 477-486, Chester JHG article
• Mar 21: Wavell in Palestine and India; the Anglo-American Committee
• Mar 23: the Radcliffe Boundary Commission and the South Asian partition

WEEK ELEVEN: SPRING BREAK

WEEK TWELVE: Polishing Your Marketable Skills
Rough (3-5 pages) due to your writing group by Thu, Apr 6
Chester Borders and Conflict excerpt
• Apr 4: writing discussion
• Apr 6: writing workshop
**WEEK THIRTEEN: Aftermath of Empire**
*Second draft (5-6 pages) due to your writing group by Tues, Apr 11*
Self-selected research reading
- Apr 11: aftermath of South Asia’ partition
- Apr 13: the end of the Palestine mandate

**LEGACIES OF DECOLONIZATION**

**WEEK FOURTEEN: Algeria**
*Third draft (6-8 pages) due to me at the beginning of class on Tues, Apr 18*
Brendon 487-515; Galula iii-xi, 241-247, 257-298; Bacevich
- Apr 18: Algeria, *Battle of Algiers*
- Apr 20: *Battle of Algiers* discussion

**DECOLONIZATION TODAY**

**WEEK FIFTEEN: Writing Top-Notch Papers**
Self-selected research reading
- Apr 25: colonialism and counter-insurgency
- Apr 27: US imperialism? and lessons of decolonization

**WEEK SIXTEEN: Legacies of Decolonization**
*Final paper due at 11 am on Mon, May 1*
- May 2: analyzing policy-relevant history
- May 4: review session

FINAL EXAM Mon, May 8, 4:30-7:00pm (bring a bluebook)