

Professor Chester
Hellems 225
Office Hours: Tue 1-2, Thu 1:30-2:30 and by appointment
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HISTORY 3133: THE DECOLONIZATION OF THE BRITISH EMPIRE

<www.colorado.edu/history/chester/HIST3133.htm>

This seminar examines the decolonization of the British empire in the twentieth century, with special attention to Ireland, India, and the Palestine Mandate. We will focus on connections between imperial policy in different colonies and on networks of anticolonial resistance. Prior coursework in British imperialism will be required.

Students will write a research paper on a topic of their choosing and present it in a conference-style setting. A proposal, bibliography, primary source analysis, and paper draft will also be required.

REQUIRED READING

Books (available at CU bookstore):

Erez Manela, *The Wilsonian Moment* (Oxford: Oxford UP, 2007)

Ronald Hyam, *Britain's Declining Empire: The Road to Decolonisation, 1918-1968* (Cambridge: Cambridge UP, 2007)

E-reserves:

Lucy Chester, draft chapters

T.G. Fraser, *Partition in Ireland, India and Palestine: Theory and Practice* (New York: St. Martin's Press, 1984) 1-67

Stephen Hay, ed., *Sources of Indian Tradition, Vol. 2* (New York: Columbia UP, 1988) 195-204

P.R. Kumaraswamy, "India and the Holocaust" *Journal of Indo-Judaic Studies* 3 (2000) 117-125

Wm. Roger Louis, "The End of the Palestine Mandate," in *Ends of British Imperialism* (London: I.B. Tauris, 2006) 419-447

Weldon C. Matthews, "Pan-Islam or Arab Nationalism? The Meaning of the 1931 Jerusalem Islamic Congress Reconsidered" *International Journal of Middle East Studies* 35 (2003) 1-22

Gail Minault, *The Khilafat Movement: Religious Symbolism and Political Mobilization in India* (New York: Columbia UP, 1982), excerpts

Caoilfhionn Ní Bheacháin, "Ireland a Warning to India?: Anti-Imperialist Solidarity in the Irish Free State," in eds. Tadhg Foley and Maureen O'Connor, *Ireland and India: Colonies, Culture and Empire* (Dublin: Irish Academic Press, 2006) 268-278

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

-----, "The Sinn Fein of India?: Irish Nationalism and the Policing of Revolutionary Terrorism in Bengal" *Journal of British Studies* 39:4 (Oct 2000) 454-486

-----, "315 Million of India with Ireland to the Last?: Irish and Indian nationalist in North America" in Foley and O'Connor, 244-255

Dietmar Rothermund, *The Routledge Companion to Decolonization* (London: Routledge, 2006)
243-274

ASSIGNMENTS

PAPER PROPOSAL (2 full pages)—DUE SEP 24

Identify a topic in British imperial history that you will address in your final paper. Specify the question or questions you will attempt to answer.

PRELIMINARY BIBLIOGRAPHY (2 pages)—DUE OCT 1

Identify a range of primary sources and secondary accounts you plan to consult during the course of your research. Be sure to place ILL requests for material not available at CU. Provide full citations, properly formatted, and separate primary from secondary material.

PRIMARY SOURCE ANALYSIS (2 pages)—DUE OCT 15

Analyze one of the primary sources you will use in writing your final paper. This source may be textual, visual (e.g. a map), or even aural (e.g. a national anthem). Provide a full citation, properly formatted, a brief description, and a preliminary discussion of your source's relevance to the question(s) outlined in your paper proposal.

PAPER DRAFT—DUE NOV 12/19

5-10 pages.

PAPER PRESENTATION (10 minutes, plus Q&A)—NOV 12/19

Formally present your paper, as if at a professional conference. Be prepared to answer questions from your peers after your presentation.

FINAL PAPER (20-25 pages)—DUE 10

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 two letter grades (e.g. from an A to a C). If you have questions about this requirement, ask me.

GRADING

Grades will be determined on the basis of paper proposal (10%); preliminary bibliography (10%); primary source exercise (10%); paper draft (5%, pass/fail); paper presentation (10%); final paper (35%); and class participation (20%). If you need an extension, **discuss it with me in advance**. Late work will be penalized.

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.

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. Do not eat, sleep, read the newspaper, email, instant message, play games, have private conversations, etc. **Turn cell phones off!**

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; "Sources: Their Use and Acknowledgement," published by Dartmouth College, is an excellent resource, available online at <www.dartmouth.edu/~sources>.

A key element of the university Honor Code is that CU students will not plagiarize (using the words and thoughts of others as your 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.

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 (AUG 27): Introduction to British Decolonization

Department Guidelines for [“Referencing”](#) and [“Papers”](#)

WEEK TWO (SEP 3): The Context of Decolonization

Hyam 1-93

WEEK THREE (SEP 10): The Irish Partition

Fraser 1-67, Manela 3-17

WEEK FOUR (SEP 17): The Wilsonian Moment

Manela 19-117

WEEK FIVE (SEP 24): The Rise of Anticolonial Nationalism

Paper proposal due at the beginning of class.

If you must obtain sources through Interlibrary Loan, order them now.

Manela 119-225

WEEK SIX (OCT 1): Indo-Irish Connections

Preliminary bibliography due at the beginning of class.

Silvestri, “An Irishman,” “Sinn Fein,” and “315 Million;” O’Malley; Ní Bheacháin

WEEK SEVEN (OCT 8): The Khilafat Movement

Hay; Chester, “Caliphate Bogey;” Minault

WEEK EIGHT (OCT 15): Indo-Palestinian Connections

Primary source analysis due at the beginning of class.

Matthews; Kumaraswamy; Chester, “Nothing to Fear”

WEEK NINE (OCT 22): The Indian Partition

Hyam 94-122, Chester, “The Impact of War” and “American Influence”

WEEK TEN (OCT 29): The End of the Palestine Mandate

Hyam 123-139, Louis, Chester, “Britain’s Withdrawal”

WEEK ELEVEN (NOV 5)

Chester, “Aftermath” and “Conclusion”

WEEK TWELVE (NOV 12): Paper Presentations

Group 1: Paper draft due at the beginning of class.

WEEK THIRTEEN (NOV 19): Paper Presentations

Group 2: Paper draft due at the beginning of class. Include stamped, self-addressed envelope.

WEEK FOURTEEN

No class; happy Thanksgiving!

WEEK FIFTEEN (DEC 3): Paper Workshop

Rothermund 243-274

WEEK SIXTEEN (DEC 10): Legacies of Decolonization

Final paper due at the beginning of class.

Read the international section of the *New York Times* <www.nytimes.com> or the *Washington Post* <www.washingtonpost.com>, or read or listen to the BBC <news.bbc.com> this week, considering the continuing impact of decolonization.