

**Professor Chester
Hellems 225
Office Hours: Wed 2-3, Fri 11:30-12:30 and by appointment
chester@colorado.edu**

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 or African history will be helpful. Sophomore standing and well-developed writing skills are prerequisites.

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 map quiz, midterm exam, and 10-15 page research paper, with a paper proposal and primary source exercise to be submitted during the semester. There is also an optional final exam. The work load for this course is heavy, with at least 100 pages of reading on many weeks.

REQUIRED READING (available at CU bookstore)

Text:

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

Arthur Conan Doyle, *The Sign of Four*, ed. Shafquat Towheed (Peterborough: Broadview Press, 2010)

Walter Laqueur and Barry Rubin, eds., *The Israel-Arab Reader*, 7th rev. upd. ed. (New York: Penguin, 2008)

Ereserves (available on library website):

A. I. Asiwaju, ed. *Partitioned Africans: Ethnic Relations across African's International Boundaries 1884-1984* (New York: St. Martin's Press, 1985) 51-70, 155-193.

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

Joya Chatterji, "The Fashioning of a Frontier: The Radcliffe Line and Bengal's Border Landscape, 1947-1952," *Modern Asian Studies* 33:1 (Jan 1999): 185-242.

George Nathaniel Curzon, *Frontiers: [lecture] delivered in the Sheldonian Theatre, Oxford, November 2, 1907* (Westport, CT: Greenwood Press, 1976) 1-58.

Toby Dodge, *Inventing Iraq: The Failure of Nation Building and a History Denied* (New York: Columbia UP, 2003) ix-41, 157-191, 224-226

Ainslie T. Embree, "Frontiers into Boundaries: From the Traditional to the Modern State," in *Realm and Region in Traditional India*, ed. Richard G. Fox (Durham, N.C.: Duke UP, 1977): 255-280.

- Susan Cannon Harris, "Pathological Possibilities: Contagion and Empire in Doyle's Sherlock Holmes Stories"
- 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.
- Peter Mansfield, *A History of the Middle East*, 2nd ed. (London: Penguin, 2003) 167-238.
- Saadat Hasan Manto, *Mottled Dawn: Fifty Sketches and Stories of Partition* (New Delhi: Penguin, 1997) excerpt
- Oscar J. Martinez, *Border People: Life and Society in the U.S.-Mexico Borderlands* (Tucson: University of Arizona Press, 1994) 5-25.
- Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-1999* (New York: Knopf, 1999) 161-189, 249-258
- Paul Nugent and A. I. Asiwaju, *African Boundaries: Barriers, Conduits and Opportunities* (London: Pinter, 1996) 1-67
- Philip Oldenberg, "A Place Insufficiently Imagined': Language, Belief and the Pakistan Crisis of 1971" *Journal of Asian Studies* 44:4 (1985) 711-733
- J.R.V. Prescott, *Political Frontiers and Boundaries* (London: Allen & Unwin, 1987) 227-233, 239-280
- Kamal Osman Salih, "British Policy and the Accentuation of Inter-Ethnic Divisions: The Case of the Nuba Mountains Region of Sudan, 1920-1940" *African Affairs* 89:356 (Jul 1990) 417-436
- Willem van Schendel, "Working Through Partition: Making a Living in the Bengal Borderlands," *International Review of Social History* 46 (Dec 2001) 393-421
- C.H. Schofield and R.N. Schofield, *The Middle East and North Africa* [World Boundaries Series] vol. 2 (London: Routledge, 1994) 1-20
- Ronald R. Thomas, "The Fingerprint of the Foreigner: Colonizing the Criminal Body in 1890s Detective Fiction and Criminal Anthropology" *English Literary History* 61:3 (Autumn 1994) 655-683

ASSIGNMENTS

BOOK REVIEW—JAN 19

PAPER PROPOSAL (1-2 pages)—DUE FEB 18

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 MAR 7

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—MAR 25

The midterm will include a map section, identification questions, and one essay selected from several choices.

PAPER DRAFT (5-8 pages)—DUE Apr 1

FINAL PAPER (10-15 pages)—DUE APR 29

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—TBA (OPTIONAL)

The format of the final will be similar to that of the midterm exam.

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 review (10%); paper proposal (10%); primary source exercise (10%); midterm exam (30%); paper draft (10%); and final paper (30%). If you opt to take the final exam, it will constitute 20% of your grade, with your midterm, draft, and final paper falling to 20%, 5%, and 25% respectively. 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). 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 questions I can answer in a sentence or two. I aim to reply to emails within 3 business days.

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/~writing/sources>.

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. 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. Do not sleep, read the newspaper, play games, have private conversations, etc. during class. **Do not check texts during class.**

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

Department Guidelines for “Referencing” and “Papers” (please read carefully)

- Jan 10: welcome and introduction to borderlands studies
- Jan 12: writing a book review
- Jan 14: introduction to regions

WEEK TWO: Overview of Borderlands

Jones, Baud and Schendel

Review due at the beginning of class on Wed, Jan 19

- Jan 17: MARTIN LUTHER KING, JR. HOLIDAY
- Jan 19: borderlands characteristics; BOOK REVIEW DUE
- Jan 21: borderlands characteristics, cont.

WEEK THREE: Early Imperial Borderlands

Curzon, Thomas

- Jan 24: Religious borderlands
- Jan 26: literature and the imperial mind
- Jan 28: Mughal boundaries: Islamic India

SOUTH ASIA

WEEK FOUR: European Imperial Expansion in South Asia

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

Embree, begin Conan Doyle

- Jan 31: British expansion in South Asia
- Feb 2: maps and power
- Feb 4: race in the borderlands

WEEK FIVE: Imperial Consolidation in India and Afghanistan

Continue Conan Doyle, Prescott 227-233, 239-41

- Feb 7: The Great Game
- Feb 9: the Northwest Frontier
- Feb 11: the Anglo-Afghan wars

WEEK SIX: Resistance and Negotiation

Paper proposal due at beginning of class on Friday, Feb 18

Complete Conan Doyle

- Feb 14: territoriality and communalism I
- Feb 16: territory and communalism II
- Feb 18: the rise of Gandhi

WEEK SEVEN: Partition and Its Aftermath

Chatterji, Manto

- Feb 21: library session
- Feb 23: partitioning British India
- Feb 25: adjusting to new boundaries

THE MIDDLE EAST

WEEK EIGHT: Lines in the Sand

Bring a primary source to class for discussion on Wed, Mar 2

Prescott 262-280, Schofield and Schofield, Mansfield

- Feb 28: boundary-making in the Middle East
- Mar 2: primary source discussion
- Mar 4: primary source presentations

WEEK NINE: British Interests in the Middle East

Primary source exercise due at the beginning of class on Mon, Mar 7

Laqueur and Rubin 1-77

- Mar 7: Britain's evolving interests
- Mar 9: the Palestine Mandate
- Mar 11: partition proposals

WEEK TEN: The Palestine Mandate

Morris 161-189, 249-258

- Mar 14: Britain's withdrawal from Palestine
- Mar 16: withdrawal and aftermath
- Mar 18: MIDTERM

WEEK ELEVEN: Spring Break

AFRICA

WEEK TWELVE: The Scramble for Africa

Paper drafts (5-8 pages) due to me and to your group by Fri, Apr 1

Prescott 242-261, Nugent and Asiwaju 1-67

- Mar 28: the "Scramble for Africa"
- Mar 30: European expansion and its impact on African societies
- Apr 1: methods of colonial control

WEEK THIRTEEN: Imperial Boundary-making in Africa

Asiwaju, group drafts

- Apr 4: paper draft discussion
- Apr 6: society and territory in Africa
- Apr 8: European expansion in Africa

WEEK FOURTEEN: Congo and Sudan

Brendon 367-378, 487-515

- Apr 11: The Congo
- Apr 13: Sudanese society
- Apr 15: NO CLASS

POST-COLONIAL BORDERLANDS

WEEK FIFTEEN: Legacies of Decolonization

No assigned reading. Work on your research.

- Apr 18: writing discussion
- Apr 20: writing workshop
- Apr 22: TBA

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.nyt.com> and <www.washingtonpost.com>.

Final paper due at the beginning of class on Fri, Apr 29

- Apr 25: borderlands today
- Apr 27: citation discussion
- Apr 29: wrapup

FINAL EXAM TBA