

HH2021: Race, gender, class and colonial power



Instructors:

Jessica Hinchy: jhinchy@ntu.edu.sg; 05-18 HSS Building

Academic Year: 2018/2019

Academic Units: 3AU

Consultation by appointment

Course Aims

In HH2021, you will examine various dimensions of colonial power by exploring the history of the British Empire. Colonial rule had important impacts upon colonised societies; thus, understanding colonialism is important to understanding our contemporary post-colonial moment. This course will equip you with the skills you need to critically examine colonialism through analytical frameworks of race, class and gender. You will be introduced to recent shifts in the historiography of colonialism and will appraise a variety of approaches to the subject. Race, Gender, Class and Colonial Power will also deepen your skills in interpreting and analysing visual and written primary source materials.

Course Content

This course examines the ways colonial power intersected with race, gender and class. With a focus on the British Empire, we will look at the manner in which colonial governments sought to settle, trade, govern, 'civilise,' know, and link the Empire. We will analyse the relationship between the

Provisional syllabus – subject to change

British metropole and the colonies, including the flow of ideas, people and goods within imperial networks and the ‘counterflows’ from colonial sites back to Britain. This course also asks how colonised people interacted with British colonial governments and institutions and how race, class and gender structured interactions between and amongst the colonisers and the colonised. We will examine everyday strategies colonised people adopted, from challenging colonial power to collaboration, and also explore settler and anti-imperialist nationalisms.

Course Overview

Weekly themes

1	Introduction
2	No class – Hari Raya Haji holiday
3	Understanding Colonial Power
4	The Seventeenth and Eighteenth Centuries
5	The Nineteenth and Twentieth Centuries
6	Work, Migration and Empire
7	Imperialism and the British Metropole
8	Colonial Violence
9	No class – essay writing week
10	‘Civilising’ Projects
11	Colonial Knowledge
12	Anti-Imperialist Nationalism
13	Settler Nationalism

Intended Learning Outcomes

By the end of this course, you (as a student) will be able to:

1. Investigate and explain the role of a range of historical processes in the formation of Empires.
2. Compare and contrast major theories and methodologies in the history of colonialism, in particular the frameworks of race, gender and class.
3. Analyse and interpret a range of primary sources, in particular colonial archives.
4. Formulate and articulate novel historical arguments that effectively deploy primary and secondary source evidence.

Provisional syllabus – subject to change

Student Assessment: 100% Continuous Assessment

Assignment	%	Due date
Participation	10%	Ongoing
Argument analysis essay	10%	Monday 10th September (Week 5) 5pm
Essay proposal and primary source analysis	15%	Friday 28 th September (Week 7) 5pm
Research essay	40%	Friday 26 October (Week 10) 5pm
Take-home quiz	25%	72 hours from Thursday 15 th November 11:59pm; DUE Sunday 18 th November 11:59pm (week 13)

Weekly themes and provisional readings

NOTE: This is a provisional list of readings. Readings may be changed to suit students' needs and interests throughout the semester. The confirmed course readings will be uploaded on Blackboard 2 weeks prior to class.

<i>Week</i>	<i>Topic</i>	<i>Description and readings</i>
1	Introduction	General introduction to the course theme
2		NO CLASS – Hari Raya Haji holiday
3	Understanding Colonial Power	We will examine different approaches to study imperialism and the frameworks of race, gender and class. <i>Reading:</i> Stoler, Ann Laura, and Frederick Cooper. 'Between Metropole and Colony: Rethinking a Research Agenda.' In <i>Tensions of Empire: Colonial Cultures in a Bourgeois World</i> , ed. Ann Laura Stoler and Frederick Cooper, 1-56. Berkeley: University of California Press, 1997.
4	The Seventeenth and Eighteenth Centuries	We will look at early settler colonies; the East India Company; and 17 th and 18 th century ideologies of race, gender and class. <i>Readings:</i> Ogborn, Miles. <i>Global Lives: Britain and the World, 1550-1800</i> (Cambridge: Cambridge University Press, 2008), 78-111.

Provisional syllabus – subject to change

		Shoemaker, Nancy. “How Indians Got to Be Red.” <i>The American Historical Review</i> 102, no. 3 (June, 1997): 625-644.
5	The Nineteenth and Twentieth Centuries	This class shifts to the period of ‘high imperialism’ in the 19 th and 20 th centuries. <i>Readings:</i> Metcalf, Thomas R. <i>Imperial Connections: India in the Indian Ocean Arena, 1860-1920</i> . Ranikhet: Permanent Black, 2009, chapter 2. Perry, Adele. “The State of Empire: Reproducing Colonialism in British Columbia, 1849-1871.” <i>Journal of Colonialism and Colonial History</i> 2, no. 2 (2001).
6	Work, Migration and Empire	This class will examine the movement of people within the British Empire, in particular the migrations and experiences of slaves, indentured labourers and convicts. <i>Readings:</i> Turner, Sasha. ‘Home-Grown Slaves: Women, Reproduction, and the Abolition of the Slave Trade, Jamaica 1788-1807.’ <i>Journal of Women’s History</i> 23, no. 3 (2011): 39-62. Anderson, Clare. <i>Subaltern Lives: Biographies of Colonialism in the Indian Ocean World, 1790-1920</i> . Cambridge: Cambridge University Press, 2012, 93-123.
7	Imperialism and the British Metropole	We will analyse the impacts of imperialism on British society, culture and politics. Fisher, Michael. ‘Asians in Britain: Negotiations of Identity Through Self-Representation.’ In <i>A New Imperial History: Culture, Identity and Modernity in Britain and the Empire, 1640-1840</i> , ed. Kathleen Wilson, 91-112. Cambridge: Cambridge University Press, 2004. Joanna de Groot, ‘Metropolitan Desires and Colonial Connections: On Consumption and Empire,’ in <i>At Home with the Empire: Metropolitan Culture and the Imperial World</i> , ed. Catherine Hall and Sonya O. Rose, 166-190 (Cambridge: Cambridge University Press, 2006).
8	Colonial Violence	This class examines various types of colonial violence, from ‘spectacles’ of violence in the suppression of anti-imperial revolts to more everyday instances of violence. Kolsky, Elizabeth. <i>Colonial Justice in British India</i> . Cambridge: Cambridge University Press, 2010, chapter 1. Wollacott, ‘Frontier Violence and Settler Manhood,’ <i>History Australia</i> 6, no. 1 (2009): 11.1-11.15.

9	NO CLASS – Essay writing week.	
10	‘Civilising’ Projects	<p>We will look in more detail at ideologies of civilization and efforts to make colonised peoples civilized.</p> <p>Rountree, Kathryn. ‘Re-Making the Maori Female Body: Marianne Williams’ Mission in the Bay of Islands.’ <i>The Journal of Pacific History</i> 35, no. 1 (2000): 49-66.</p> <p>Fisher-Tine, Harald. ‘Britain’s Other Civilizing Mission: Class Prejudice, European ‘Loaferism’ and the Workhouse-System in Colonial India.’ <i>The Indian Economic and Social History Review</i> 42, no. 3 (2005): 295-338.</p>
11	Colonial Knowledge	<p>The British often considered knowledge about colonised territories, societies and peoples essential to colonial rule. This week we examine various forms of colonial knowledge.</p> <p>Bayly, C.A. <i>Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870</i>. Cambridge: Cambridge University Press, 2007, chapter 4.</p> <p>Manickam, Sandra. ‘Common Ground: Race and the Colonial Universe in British Malaya.’ <i>Journal of Southeast Asian Studies</i> 40, no. 3 (2009): 593-612.</p>
12	Anti-Imperialist Nationalism	<p>We will look at the way race, class and gender shaped nationalist movements in colonies of rule, like Singapore, Malaya and India.</p> <p>Ikeya, Chie. <i>Refiguring Women, Colonialism, and Modernity in Burma</i>. Honolulu : University of Hawai‘i Press, c2011.</p> <p>TBA.</p>
13	Settler Nationalism	<p>This class examines national identities that emerged in settler colonies from the 18th to 20th centuries.</p> <p>Sheftall, Mark. <i>Altered Memories of the Great War: Divergent Narratives of Britain, Australia, New Zealand and Canada</i>. London: I.B. Tauris, 2009, chapter 2.</p> <p>Bashford, Alison. <i>Imperial Hygiene: A Critical History of Colonialism, Nationalism and Public Health</i>. New York: Palgrave MacMillan, 2004, chapter 6.</p>

Before you start any assignment read this:

The course style guide

Please see the ‘**HH2021 Course Style Guide**’ (on Blackboard, under Information) for all matters related to the formatting and referencing of your essays. This style guide is based on the History Final Year Project style guide. Getting used to it now will assist you in your final year. (This is not an excuse for non-history students not to use it though!!)

In this course, you are required to use the *Chicago Manual of Style* referencing style. This style uses **footnote references**. The *Chicago Manual of Style* is available in the NTU library. An outline of the referencing style can also be found in the Course Style Guide.

Assessment

Assessment Component 1, Participation – 10%:

In-class discussion will be an important means by which you will learn from your peers and build important skills, including: constructing convincing arguments; analysing primary and secondary sources; and verbal communication. As such, your contribution to discussion in class will be assessed. It is not enough to merely turn up to class; rather, you will be assessed on the extent to which you participate in and contribute to the class discussion.

Assessment Component 2, Argument analysis essay

10%

Write a 500 word essay analysing the argument of Ann Laura Stoler and Fredrick Cooper’s chapter ‘Between Metropole and Colony: Rethinking a Research Agenda,’ which we read in week 2. This task is designed to develop your skills in analysing and appraising the arguments of scholars, an important skill you will need for your major essay. More broadly this assignment will deepen your capacity to critically examine course readings and to evaluate their arguments. Since Stoler and Cooper’s chapter is a seminal work in the historiography of colonialism, this assignment will also deepen your understanding of important theories and methods in the field.

Your essay should address the question: What is the primary argument of the reading? Answering this question will require you to *prioritise*. We are not looking for a descriptive outline of the content or structure of the reading. Rather, we are looking for an *analysis* of the major *argument* (or in other words, thesis) put forward. Please see the ‘Identifying the argument of a reading’ handout at the end

Provisional syllabus – subject to change

of the syllabus for tips on how to do this. How you structure your essay is up to you. However, it should have a logical structure.

Assessment Component 3, Essay proposal and primary source analysis

15%

This assignment will prepare you for the research essay. Please read the essay description below.

In particular, this assignment will deepen your skills in primary source analysis, a key skill that is required in historical research. You are required to select a primary source (such as a memoir, novel, official report, newspaper report, speech, newsreel, film or artwork) that is contemporary with the subject of your major essay. That is, the source should be from the period you address in your essay and on the topic of your essay.

The essay should include three parts:

Part one: essay proposal (200-300 words)

- a) Outline the key issues you will explore in the essay, in response to the essay question (“What does this figure tell us about the racial, class and gender structures of British imperialism?”).
- b) Outline the conclusions that you have drawn from your research thus far (this should be the greater part of the essay).
- c) Note 4 key secondary sources you have read *so far* and why they have been important for your preliminary research. These secondary sources should be FULLY REFERENCED in footnotes according to the Chicago referencing style outlined in the Course Style Guide.

Part two: primary source analysis (400-500 words)

- a) Briefly place the primary source in historical context. What do we need to know about the political, social and economic context in order to understand this primary source?
- b) Provide an analysis of the author and audience of the text. What social background does the author come from? Who does the text address? What is the primary viewpoint or agenda of the author?
- c) Analyse the primary source in light of your essay question. Focus your analysis on the research question/s which you outlined in part one. This should be the greater portion of part two of the essay.

I would recommend against significant quotes from the source, as this will not allow you enough space to analyse it (and thus may result in a deduction of marks for a lack of analysis). It is also unnecessary as you will be including the source in the appendix (see below).

Part three: appendix

Provisional syllabus – subject to change

You should attach the primary source in an appendix. The appendix should include the citation for the primary source (the book, website, newspaper, etc. from which you retrieved it). Please use the Chicago referencing style (outlined in the Course Style Guide).

Textual sources: If the primary source chosen is a textual source, an excerpt of no more than 200 words should be included. This excerpt should form the basis of the discussion. The appendix does not count towards the 700 words word limit.

Audio sources: If the primary source is an audio source it should be no longer than 5 minutes in length. Please include the URL to the audio source in the appendix if it is available online.

Images: Please include a reproduction of the image and the source of the image.

Assessment Component 4, Research essay

40%

Choose a historical figure from the list on Blackboard and answer the following question: **What does this figure tell us about the racial, class and gender structures of British imperialism?**

Your essay should include a brief overview of the individual's life. However, it should not be a descriptive or narrative account of this person's life. Rather, your essay should be an *analysis* of what their life tells us about the race, class and gender structures of the British Empire. Thus, you should examine your figure's life in light of the political, economic, military, legal, religious, social, and/or cultural milieu in which they lived.

Your essay should analyse *at least* one written primary source and one visual primary source. These primary sources should be examined in the body of the essay. Visual primary sources (such as photographs, paintings, posters and political cartoons) should be used as examples to demonstrate your argument (not merely as illustrations). The historical context in which the primary sources were produced, the authorship of these sources and their audience should shape your interpretation of the primary sources.

Historical figures:

Mary Rowlandson: an American woman captured by Native Americans who wrote a widely-read account of her captivity in 1682.

Mary Prince: a West Indian slave woman whose autobiography *The History of Mary Prince* was an important abolitionist text.

Dean Mahomet: the first Indian to write in English and one of the most prominent Indians to live in England in the late eighteenth and early nineteenth centuries.

Gandhi: the Mahatma, the most prominent Indian nationalist figure.

Governor James Douglas: a Governor of British Columbia (in Canada) whose life provides insights into inter-racial families and early settler society.

Provisional syllabus – subject to change

Munshi Abdullah: ‘The Father of Modern Malay Literature’ and man of many languages (Arabic, Tamil, Hindustani, English and Malay) whose autobiographical *Hikayat Abdullah* is an important account of early Singapore.

Governor George Simpson: A governor of the Hudson’s Bay Company when this fur-trading enterprise laid claim to most of what became Western Canada. Like Douglas, Simpson’s life offers insights into economic exchanges and inter-racial families in early settler society.

Pocahontas: more than just a Disney character, Pocahontas was the daughter of a Native American chief, important in the history of the Jamestown settlement, and a famous early traveler to London from the colonies.

George Orwell: the British writer (known for classics like *1984*) was in fact an officer of the Imperial Police Force in Burma in the 1920s and his first novel *Burmese Days* was based on his time in Burma.

Bennelong: an Indigenous Australian man who was kidnapped by early settlers of Sydney and became Governor Arthur Phillip’s Aboriginal ‘companion.’ An interesting figure for the analysis of early settler-indigenous interactions in settler colonies.

Maria Hertogh: in 1950 a Singaporean court decided to restore Maria Hertogh, a Dutch-Muslim girl, to her Catholic parents, sparking rioting and one of the biggest controversies of late colonial Singapore.

Kim: the orphaned son of poor Irish parents who is the lead character in one of the most well-known novels of British colonialism in India, Rudyard Kipling’s *Kim*.

Rani Lakshmi Bai: the queen of Jhansi, a state in India, who in the 1857 rebellion sided with the rebels and is remembered as a nationalist icon.

Annie Besant: a British woman activist for women’s and working-class rights who became a convert to Theosophy, moved to India, and became a prominent figure in the Indian nationalist movement.

Sir Samuel Raffles: little introduction needed.

Henry Morton Stanley: a Welsh explorer and journalist known for his exploration of Central Africa and the Nile (and for his famous quest to find the lost missionary David Livingstone).

Isabella Bird: a writer, explorer, and photographer who travelled through various Asian British possessions, as well as parts of the Middle East. She was a popular writer in Britain and also the first woman to be admitted to the Royal Geographical Society.

James Cook: the explorer and cartographer who captained the three voyages of the Endeavour in the 1760s and 1770s, during which Australia, New Zealand and the Pacific Islands were ‘discovered.’

Truganini: an Indigenous Australian woman who became famous as the so-called ‘Last Tasmanian Aborigine.’ Truganini experienced conversion by missionaries and the ‘Black Wars’ which aimed to exterminate indigenous people in Tasmania.

Somerset Maugham: an upper-middle class playwright and novelist, who in the 1930s wrote a travelogue throughout Southeast Asia. Maugham’s sexuality and masculinity is another element for analysis, since he was homosexual.

Sarah ‘Saartjie’ Baartman: a Khoi Khoi woman who became a famous ‘freak show’ attraction in Europe and was exhibited as an example of African women’s bodily features and genitalia.

Provisional syllabus – subject to change

Sultan Abu Bakar: the ‘Father of Modern Johor’ who implemented a reformist program in the state of Johor in the nineteenth century. A figure who sheds light on indirect colonial rule in Malaya.

Louis Riel: Leader of a large Metis (mixed French and aboriginal) society in Western Canada. He sought indigenous rights for his people, only to be controversially executed. Still a divisive figure in Canada.

The White Woman of Gippsland: a mythical woman rumored to have been captured by Aboriginal tribes in Victoria in the 1840s. The moral panic over the ‘White Woman’ led to several expeditions to find her and dovetailed with the expansion of the Victorian settlement.

Assessment Component 5, Take-home quiz

25%

In the final week of the semester, you will be given 3 full days to complete a take-home test. The test will be in essay format. You will be given three questions and will have to answer ALL THREE questions. The essay-format test will examine your understanding of the arguments of the assigned readings and the major themes of the course. The test will also assess your ability to critically analyse connections between different case studies and to compare and contrast various approaches to the history of colonialism.

Policies on class attendance

Punctuality: Students are expected to be punctual to class. As such, students who are more than 15 minutes late will not receive any participation marks for that class. If a student arrives more than 15 minutes late and there are serious extenuating circumstances, we may at our discretion award them participation marks. However, a late bus, a traffic jam or an accidental sleep-in are not adequate extenuating circumstances. Late students are nonetheless encouraged to attend so that they do not miss class content.

Medical certificates: Providing a medical certificate does not mean that you will be awarded participation marks for the missed class. A medical certificate gives a student the right to make up for their non-attendance in class. If you are ill and unable to attend class, you can email your medical certificate along with a 400 word discussion of the readings for that week by Sunday evening in order to make up your participation marks.

Plagiarism and improper citation

NTU's academic integrity policy applies at all times. If you don't know what plagiarism is or are unclear on the details, review this module: <http://academicintegrity.ntu.edu.sg/for-students/module>.

Plagiarism occurs when an author attempts to pass off the work of another author as their own. It is a serious offence. Assignments that have significant plagiarism will receive a fail mark. Students who submit assignments with minor plagiarism will be required to resubmit their assignment and will receive only a pass mark (40%). Assignments that are improperly cited will be significantly marked down or will receive a pass mark only.

The following are general principles for proper citation:

- a) Quote sentences or phrases that you feel are particularly important or cannot be matched by paraphrasing. Every direct quote requires a reference in a footnote.
- b) Paraphrasing material shows that you understand it and extensive quotes (particularly from secondary sources) are not recommended. You need to reference a source in a footnote whenever you borrow an idea, argument or piece of information from another author. If a paragraph or sentence contains material paraphrased from several different sources, you can cite multiple sources separated by semi-colons in a footnote.

Late submission of assignments and extensions

Assignments that are submitted past the due date will be deducted 5% off the mark assigned per day that the assignment is late.

It is each student's responsibility to ensure that their assignment is properly uploaded on Blackboard. If you have any issues, immediately email your tutor assignment and an explanation of the technical difficulty you are having so that no late penalties are deducted.

Extensions: If you require an extension please email your tutor **prior to day the assignment is due.** Extensions will only be given in cases of illness (in which a student presents a medical certificate) or in serious extenuating circumstances.

Identifying the argument of a reading

What you need to do...

Distinguish between the **argument** of the reading and the **evidence** presented in support of this argument. There will be a lot of examples and information in the reading. However, in your analysis of the reading, you are required identify the central argument of the reading, rather than provide a description of the content.

Tips for identifying the argument ...

- 1) Ask yourself, what is the **central question** that the author is attempting to answer?
 - a. Tip: Often, the author will give you hints such as sentences beginning with ‘This article asks ...’
 - b. Keep this question (or set of questions) in mind when you are reading the rest of the reading. This helps you to distinguish between content that is merely background information and the material that supports the overarching question of the article.
- 2) Usually the article/chapter will outline **the argument or thesis** in a few paragraphs in the introduction. Highlight and read it twice – this will help you to read the rest of the article and make sense of its argument.
- 3) When you are reading the rest of the reading you should be looking for **sub-arguments** that support an aspect of the overall argument of the essay. The important thing is to **distinguish the argument from supporting evidence**. Tips for looking for sub-arguments:
 - a. Pay attention to the **first sentence/s** and **concluding sentence/s** of each paragraph. If the article is well written, these sentences will contain important conclusions.
 - b. Pay attention any time the author explicitly refers to the argument of the article.
 - c. **‘Actively’ read**. This means that you mark important sections and write thoughts and conclusions in the columns (on printouts, not library books!). This helps you make connections between the evidence and the conclusions, distinguish between evidence and argument, and link different sections of the article.

What does NOT make a good argument analysis ...

- A descriptive **‘shopping list’ of information** that the article/chapter covers. Rather than make a descriptive summary of the information and topics that are discussed, aim to identify the *argument* and note how evidence is presented *in support of this argument*.
- Your opinion. I am not interested in whether you agree or disagree, unless you back up your position on the text *with evidence*.

Provisional syllabus – subject to change

Brainstorming template for course readings

NOTE: This may not fit every reading precisely, but is just a model

Central Question		
Central Argument		
Sub-Argument	Brief summary of evidence put forward in support	How does this connect to the central argument?