

Provisional syllabus subject to change.

## HH2021 Race, Gender, Class and Colonial Power Provisional Syllabus

**Note: this syllabus is provisional and subject to change.**

<b>Course Coordinator</b>	Jessica Hinchy
<b>Course Code</b>	HH2021
<b>Course Title</b>	Race, Gender, Class and Colonial Power
<b>Pre-requisites</b>	HH1001 What is History
<b>No of AUs</b>	3
<b>Contact Hours</b>	3 (2 hour lecture; 1 hour tutorial)

### 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.

### Intended Learning Outcomes (ILO)

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.

### 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 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.

**Assessment (includes both continuous and summative assessment)**

Component	Weighting	Team/Individual
1. Participation	10%	Individual
2. Argument analysis essay	10%	Individual
3. Essay proposal and primary source analysis	15%	Individual
4. Research essay	40%	Individual
5. Take-home quiz	25%	Individual

**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 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%:**

Primary source analysis is a key skill that is required in historical research and this assignment is designed to prepare you for your research essay. You are required to select a primary source (such as a memoir, novel, official report, newspaper report, speech, newsreel, film or artwork)

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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 your key research questions, that is, the key issues you will explore in the essay.
- b) Outline the conclusions that you have drawn from your research thus far (this should be the greater part of the essay).
- c) Note 3-4 key secondary sources and explain why they will be important for your 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

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%:**

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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.

**Assessment Component 5, Take-home quiz - 25%:**

During exam week 1, 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.

**Course Instructors**

Instructor	Office Location	Phone	Email
Jessica Hinchy	HSS-05-18	(+65)65921781	jhinchy@ntu.edu.sg

**Planned Weekly Schedule**

**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.

<b>Week</b>	<b>Topic</b>	<b>Description and readings</b>
<b>1</b>	Introduction	General introduction to the course theme
<b>2</b>	<b>NO CLASS – Individual argument analysis assignment preparation</b>	

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3	Understanding Colonial Power	<p>We will examine different approaches to study imperialism and the frameworks of race, gender and class.</p> <p><i>Reading:</i></p> <p>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.</p>
4	The Seventeenth and Eighteenth Centuries	<p>We will look at early settler colonies; the East India Company; and 17<sup>th</sup> and 18<sup>th</sup> century ideologies of race, gender and class.</p> <p><i>Readings:</i></p> <p>Ogborn, Miles. <i>Global Lives: Britain and the World, 1550-1800</i> (Cambridge: Cambridge University Press, 2008), 78-111.</p> <p>Shoemaker, Nancy. "How Indians Got to Be Red." <i>The American Historical Review</i> 102, no. 3 (June, 1997): 625-644.</p>
5	The Nineteenth and Twentieth Centuries	<p>This class shifts to the period of 'high imperialism' in the 19<sup>th</sup> and 20<sup>th</sup> centuries.</p> <p><i>Readings:</i></p> <p>Metcalf, Thomas R. <i>Imperial Connections: India in the Indian Ocean Arena, 1860-1920</i>. Ranikhet: Permanent Black, 2009, chapter 2.</p> <p>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).</p>
6	Work, Migration and Empire	<p>This class will examine the movement of people within the British Empire, in particular the migrations and experiences of slaves, indentured labourers and convicts.</p> <p><i>Readings:</i></p> <p>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.</p>

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		Anderson, Clare. 'Sepoys, Servants and Settlers: Convict Transportation in the Indian Ocean, 1787-1945.' <i>Cultures of Confinement: The Prison in Global Perspective</i> , ed. Frank Dikotter and Ian Brown, 185-220. Christopher Hurst, 2007.
7	Imperialism and the British Metropole	<p>We will analyse the impacts of imperialism on British society, culture and politics.</p> <p>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.</p> <p>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).</p>
8	Colonial Violence	<p>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.</p> <p>Kolsky, Elizabeth. <i>Colonial Justice in British India</i>. Cambridge: Cambridge University Press, 2010, chapter 1.</p> <p>Wollacott, 'Frontier Violence and Settler Manhood,' <i>History Australia</i> 6, no. 1 (2009): 11.1-11.15.</p>
9	<b>NO CLASS – Essay writing week.</b>	
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>

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<b>11</b>	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>
<b>12</b>	Anti-Imperialist Nationalism	<p>We will look at the way race, class and gender shaped nationalist movements in colonies of exploitation, like Singapore, Malaya and India.</p> <p>Ikeya, Chie. <i>Refiguring Women, Colonialism, and Modernity in Burma</i>. Honolulu: University of Hawai'i Press, 2011.</p> <p>Tambe, Ashwini. 'Gandhi's "Fallen Sisters": Difference and the National Body Politic.' <i>Social Scientist</i> 37, no. 1/2 (2009): 21-38.</p>
<b>13</b>	Settler Nationalism	<p>This class examines national identities that emerged in settler colonies from the 18<sup>th</sup> to 20<sup>th</sup> 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>

Week	Topic	Readings
1	Introduction	No readings; intro lecture
2	Understanding Colonial Power	Stoler and Cooper reading
3	The Seventeenth and Eighteenth Centuries	Ogborn and Shoemaker readings
4	The Nineteenth and Twentieth Centuries	Metcalf and Perry readings
5	Work, Migration and Empire	Turner and Anderson (2012) readings
6	Imperialism and the British Metropole	Fisher and de Groot readings
7	Colonial Violence	Kolsky and Anderson (2007) readings
8	Essay writing week	No readings; students submit a writing journal on progress

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9	'Civilising' Projects	Rountree and Fisher-Tine readings; seminar discussions; primary source activity
10	Colonial Knowledge	Bayly and Manickam readings; seminar discussions; primary source activity
11	Anti-Imperialist Nationalism	Ikeya and Ramaswamy readings; seminar discussions; primary source activity
12	Settler Nationalism	Sheftall and Bashford readings; seminar discussions; primary source activity; take-home quiz practice activity
13	Synthesis and conclusion	No readings; seminar discussions; take-home quiz practice activity

### Reading and References

Texts subject to changes.

- Anderson, Clare. 'Colonisation, Kidnap and Confinement in the Andamans Penal Colony, 1771-1864.' *Journal of Historical Geography* 37, no. 1 (2007): 68-81.
- Anderson, Clare. *Subaltern Lives: Biographies of Colonialism in the Indian Ocean World, 1790-1920*. Cambridge: Cambridge University Press, 2012, 93-123.
- Bashford, Alison. *Imperial Hygiene: A Critical History of Colonialism, Nationalism and Public Health*. New York: Palgrave MacMillan, 2004, chapter 6.
- Bayly, C.A. *Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870*. Cambridge: Cambridge University Press, 2007, chapter 4.
- De Groot, Joanna. 'Metropolitan Desires and Colonial Connections: On Consumption and Empire,' in *At Home with the Empire: Metropolitan Culture and the Imperial World*, ed. Catherine Hall and Sonya O. Rose, 166-190 (Cambridge: Cambridge University Press, 2006).
- Fisher-Tine, Harald. 'Britain's Other Civilizing Mission: Class Prejudice, European 'Loaferism' and the Workhouse-System in Colonial India.' *The Indian Economic and Social History Review* 42, no. 3 (2005): 295-338.
- Fisher, Michael. 'Asians in Britain: Negotiations of Identity Through Self-Representation.' In *A New Imperial History: Culture, Identity and Modernity in Britain and the Empire, 1640-1840*, ed. Kathleen Wilson, 91-112. Cambridge: Cambridge University Press, 2004.
- Ikeya, Chie. *Refiguring Women, Colonialism, and Modernity in Burma*. Honolulu : University of Hawai'i Press, c2011.
- Kolsky, Elizabeth. *Colonial Justice in British India*. Cambridge: Cambridge University Press, 2010, chapter 1.
- Manickam, Sandra. 'Common Ground: Race and the Colonial Universe in British Malaya.' *Journal of Southeast Asian Studies* 40, no. 3 (2009): 593-612.
- Metcalf, Thomas R. *Imperial Connections: India in the Indian Ocean Arena, 1860-1920*. Ranikhet: Permanent Black, 2009, chapter 2.
- Ogborn, Miles. *Global Lives: Britain and the World, 1550-1800* (Cambridge: Cambridge University Press, 2008), 78-111.
- Perry, Adele. "The State of Empire: Reproducing Colonialism in British Columbia, 1849-1871." *Journal of Colonialism and Colonial History* 2, no. 2 (2001).



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- Ramaswamy, Sumathi. 'Maps, Mother/Goddesses, and Martyrdom in Modern India.' *The Journal of Asian Studies* 67, no. 3 (2008): 819-53.
- Rountree, Kathryn. 'Re-Making the Maori Female Body: Marianne Williams' Mission in the Bay of Islands.' *The Journal of Pacific History* 35, no. 1 (2000): 49-66.
- Sheftall, Mark. *Altered Memories of the Great War: Divergent Narratives of Britain, Australia, New Zealand and Canada*. London: I.B. Tauris, 2009, chapter 2.
- Shoemaker, Nancy. "How Indians Got to Be Red." *The American Historical Review* 102, no. 3 (June, 1997): 625-644.
- Stoler, Ann Laura, and Frederick Cooper. 'Between Metropole and Colony: Rethinking a Research Agenda.' In *Tensions of Empire: Colonial Cultures in a Bourgeois World*, ed. Ann Laura Stoler and Frederick Cooper, 1-56. Berkeley: University of California Press, 1997.
- Turner, Sasha. 'Home-Grown Slaves: Women, Reproduction, and the Abolition of the Slave Trade, Jamaica 1788-1807.' *Journal of Women's History* 23, no. 3 (2011): 39-62.