

HI2520: GLOBAL EMPIRE IN THE LONG NINETEENTH CENTURY

30 CREDITS: 11 WEEKS

PLEASE NOTE CAREFULLY:

The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at your MyAberdeen Organisation page. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any School regulation or procedure.

You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR

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COURSE TEAM

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TIMETABLE

Please refer to the online timetable on [MyAberdeen](#)

Students can view their university timetable at

<http://www.abdn.ac.uk/infohub/study/timetables-550.php>

COURSE DESCRIPTION

The (very) long nineteenth century (c. 1760-1914) saw dramatic rises and falls in political units and power systems (empires) bringing together a range of peoples and territories. These empires were increasingly global in scope and varied in form. Generally, but not exclusively, they were dominated by Europeans (or those who at least claimed European descent). These global empires are now recognised by historians as a key feature of modern history, and have generated an increasingly rich and varied literature. This course provides you with a chance to examine this history and engage with this literature. This is not a simple tale of the 'rise of the west', and empire was not a straightforward phenomenon. Hence the roles and experiences of those colonised by various global empires are as much the subject of this course as the bases of imperial expansion.

The course will focus on a range of empires and regions. At times, and especially in tutorials, it focuses particularly on the British empire (the largest and most studied case), but this is set against the histories of the French, Russian and American empires, and, indeed, the decline of Mughal imperialism. However, at the course's heart is the phenomenon of global empire rather than any particular case, and it is important to remember that within particular European empires, a range of forms of empire existed (settler, commercial/financial, colonial, slave plantation). Running through the tutorials and lectures are four recurring themes:

1. The global migrations and exchanges of people, ideas, goods, and money within which empires existed.
2. The causes and bases of imperial expansion.
3. The impacts of contact, colonialism, and empire on land, labour, society and identity on the colonized and colonizer.
4. The political dialectics of empire (the means by which power is created and asserted, resistance, the degree and nature of subaltern agency in response to colonization, and the relations between settlers and metropolises).

INTENDED AIMS AND LEARNING OUTCOMES

Aim

This course aims to provide an overview and an opportunity to engage critically with the history and rich historiography surrounding the study of global empires in the long nineteenth century.

Learning Outcomes

By the end of the course students should be able to:

- Identify, and analyse critically, key events and themes in the history of global empire
- appreciate and apply different historiographical approaches to the study of these events and themes
- analyse primary and secondary sources relating to the history of global empires
- develop an increasingly sophisticated awareness of the contested and problematic nature of key concepts such as 'empire', 'colonialism', 'resistance', 'agency'
- reach informed judgements and communicate coherent conclusions on these matters in written and oral work

This course will develop your Graduate Attributes:

- *Academic Excellence:* Through critical engagement with a complex and rich area of study.
- *Critical Thinking and Communication:* Through synthesising, discussing and presenting ideas on a rich historical topic in oral and written form.
- *Learning and Personal Development:* By requiring a high level of independent study along with teamwork with other students in group work.
- *Active Citizenship:* The study of imperial history demands reflection on the unequal power relations that contributed to the current global political system, so students complete this course as better-informed global citizens.

LECTURE/TUTORIAL PROGRAMME

Lectures

Individual topics will be introduced through a lecture circus. The lectures will either provide an overview of key events and developments or explore key concepts, debates and themes. As far as possible the lectures precede or run alongside the tutorials. A comprehensive reading list indicating further readings will be placed on MyAberdeen to enable you to follow up themes and issues introduced in the lectures.

Tutorials

The lecture series will be accompanied by eight tutorials, generally relating to the previous week's lectures. You are required to undertake preparatory readings which, with the lectures, will form the basis of the discussion. The course includes an e-assessment which will focus on these readings.

⇒ **TUTORIALS BEGIN IN WEEK 3. You are required to read the assigned readings for each tutorial.** These will build on the knowledge gained in lectures, form the basis of the e-assessment, and feed into other elements of the assessment.

Programme of lectures and tutorials

Week 1 Introduction to the Course

- A Introducing Global Empire (ARD)
- B Themes and Issues in the History of Empire (ARD)

Week 2 Slavery and the Slave Trade

- A Slavery and Slave Trade (ARD)
- B Resistance and Abolitionism (ARD)

Week 3 Empire in South Asia/ The Ottoman Empire and the Tanzimat Reforms

- A Empire in South Asia: Governance (ARD)
- B Islam in South East Asia (AC)

Tutorial 1: Slavery and Abolition

Week 4 Empire in South Asia/ The Ottoman Empire and the Tanzimat Reforms

- A Empire in South Asia: Resistance (ARD)
- B Ottoman Empire Tanzimat (AC)

Tutorial 2: Colonial Governance, Agency and Resistance in South Asia

Week 5 Russian Imperialism

- A Overview and Origins of Russian Imperialism (TH)
- B Russia's Long Nineteenth Century, and Beyond (TH)

Tutorial 3: Ottoman Empire and the Tanzimat Reforms

Week 6 Theories of Imperialism and Settler Worlds

- A Theories of Imperialism (ARD)
- B Understanding Settler Societies (ARD)

Tutorial 4: Russian Imperialism

- Week 7 **Religion and Empire**
 A Religion (CB)
 B Missionaries as Imperialists (CB)
Tutorial 5: Settler Societies
- Week 8 **The Partition of Africa**
 A The Partition of Africa (ARD)
 B France and the Partition of Africa (HM)
Tutorial 6: Religion, Missions, and Empire
- Week 9 **Empire At Home**
 A Resistance and the Colonial State in Africa (ARD)
 B Cultures of Empire in Britain (ARD)
Tutorial 7: Partitioning Africa
- Week 10
 A Empire Comes to France (EM)
 B Gendering the History of Empire (ARD)
Tutorial 8: Empire at Home
- Week 11 **Conclusions**
 A South-east Asian Religious and Cultural Identities (AC)
 B Empire and Globalisation (ARD)

READING LIST

Please find below the reading list for the tutorials (from teaching week 3). All readings will be available through the library and on or via MyAberdeen. **You are expected to have read and prepared notes on all of these readings for each tutorial.**

Tutorial 1: Slavery and Abolition

- Walvin, James, 'The Culture of Resistance' in *Questioning Slavery* (London, 1996), pp. 117-35.
- Midgley, C., *Women against Slavery: The British Campaigns, 1780-1870* (London, 1992), Chapter 5.
- Primary Source: AD: Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African Written By Himself* (selected extract)

Tutorial 2: Colonial Governance, Agency, and Resistance in South Asia

- Washbrook, D.A., 'India, 1818-1860: The Two Faces of Colonialism', in Porter, A., (ed.), *The Oxford History of the British Empire, Vol. III: The Nineteenth Century*, (Oxford, 1998). pp. 395-421.
- Rudrangshu Mukherjee, "'Satan Let Loose on Earth". The Kanpur Massacres in India in the revolt of 1857', *Past and Present*, 128 (1990),

(See also the debate between Barbara English and Mukherjee in *Past and Present*, 142 (1994))

- Primary Source: 'The Azamgarh Proclamation', *Delhi Gazette*, 29 September 1857

Tutorial 3: Ottoman Empire and the Tanzimat Reforms

- Yasemin Avci The Application of Tanzimat in the Desert: The Bedouins and the Creation of a New Town in Southern Palestine (1860-1914). *Middle Eastern Studies* Vol. 45, No. 6 (November 2009), pp. 969-983.
- Ueno, M, 'For The Fatherland and the State: Armenians Negotiate The Tanzimat Reforms', *International Journal Of Middle East Studies*, 45(1) (2013), Pp.93-109 (Available Online Through Primo)
- Primary sources: The Rescript of Gülhane – Gülhane Hatt-ı Hümayunu, (3 November 1839), <http://www.anayasa.gen.tr/gulhane.htm>

Tutorial 4: Russian Imperialism

- Lieven, Dominic, 'Dilemmas of Empire, 1850-1918: Power, Territory and Identity', *Journal of Contemporary History* 34 (1999), pp. 163-200.
- Lenin, Vladimir Il'ich, 'Imperialism, the Highest Stage of Capitalism: A Popular Outline'. Available at: <https://www.marxists.org/archive/lenin/works/1916/imp-hsc/>

Tutorial 5: Religion, Missions, and Empire

- Porter, A., "'Cultural Imperialism" and Protestant Missionary Enterprise, 1780-1914', *Journal of Imperial and Commonwealth History*, 25 (1997), pp. 367-391.
- Daughton, J. P., *An Empire Divided: Religion, Republicanism, and the Making of French Colonialism, 1880–1914* (Oxford, 2006), pp. 25-58.
- Paintings: Unknown Artist, *The Cession of the District of Matavai on the Island of Tahiti to Captain James Wilson for the use of Missionaries*, 1790s, Unknown Artist, *The Massacre of the Lamented Missionary, the Rev. John Williams* (1843).

Tutorial 6: Settler Societies

- Belich, J., 'The Rise of the Angloworld: Settlement in North America and Australasia, 1784-1918', in Buckner, P. A. and R. D. Francis eds., *Rediscovering the British World* (Calgary, 2005), pp. 39-58.
- Veracini, L., 'Settler Colonialism': Career of a Concept', *The Journal of Imperial and Commonwealth History*, 41 (2013), pp. 313-333.
- Howe, S., 'British Worlds, Settler Worlds, World Systems, and Killing Fields', *Journal of Imperial and Commonwealth History*, 40 (2012), pp. 691-725.
- Primary Source: Hobbles Danaiyarri, 'The Saga of Captain Cook', in Schreuder, D. and S. Ward, eds., *Australia's Empire* (Oxford, 2008).

Tutorial 7: Partitioning Africa

- Conklin, Alice, L., *A Mission to Civilize: The Republican Idea of Empire in France and West Africa, 1895-1930* (Stanford, Calif., 1997), Chapter 1.
- A. Adu Boahen, *African Perspectives on Colonialism* (1987), Chapter 2
- Primary Source: The Battle of Adwa by an unknown Ethiopian artist c.1925, <https://www.anglo-ethiopian.org/publications/articles/2008summer/pictures/adwa1painting.php?issue=Summer%202008>

Tutorial 8: Empire at Home

- Edward Said, *Orientalism* (1978), introduction
- Hall, C. and S. O. Rose, *At Home with the Empire: Metropolitan Culture and the Imperial World* (Cambridge, 2006), Introduction.
- Bernard Porter, *Absent-Minded Imperialists* (2002), selected chapter.
- Primary Source: Document 2.9: 'The Republicanism of Jules Ferry' in William Fortescue, *The Third Republic in France 1870-1940: Conflicts and Continuities* (London: Routledge, 2000), pp. 38-9 (On Primo)

FURTHER READING

A selection of useful introductory and general works is included below. An exhaustive bibliography is available on MyAberdeen. Please refer to the list on MyAberdeen for your essays, to select a book to review, and as you revise for the examination.

General and Introductory Texts

Introductory

- Bayly, C. A., *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (Oxford, 2004).

- Darwin, J., *After Tamerlane: The Global History of Empire since 1405* (London, 2007).
- Howe, S., *Empire: A Very Short Introduction* (Oxford, 2002). - **Note: YOU MAY NOT REVIEW THIS BOOK!**
- Stockwell, S. E., ed., *The British Empire: Themes and Perspectives* (Oxford, 2008).

Other General Texts

- Adas, M., 'Imperialism and Colonialism in Comparative Perspective', *International History Review*, 20 (1998), pp. 371-88.
- Benton, L., *Law and Colonial Cultures* (Cambridge, 2002).
- Burbank, J. and F. Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton, N.J.; Oxford, 2010).
- Cannadine, D. (ed.) *Empire, the sea and global history* (Basingstoke, 2007).
- Cooper, F., *Colonialism in Question: Theory, Knowledge, History* (Berkeley, 2005).
- Cooper, F. and A. L. Stoler, eds., *Tensions of Empire: Colonial Cultures in a Bourgeois World* (Berkeley, 1997).
- Curtin, P., *The World and the West* (Cambridge, 2000).
- Darwin, J., *The Empire Project: The Rise and Fall of the British World-System, 1830-1970* (Cambridge, 2009).
- Darwin, J., *Unfinished Empire: The Global Expansion of Britain* (London, 2012).
- Elliott, J. H., *Empires of the Atlantic World: Britain and Spain in America, 1492-1830* (London, 2006).
- Geyer, D., *Russian Imperialism: The Interaction of Domestic and Foreign Policy, 1860-1914* (Leamington Spa, 1987).
- Goody, J., *The East in the West* (Cambridge, 1996).
- Hodgson, M.G.S., *Rethinking World History: Essays on Europe, Islam and World History* (Cambridge, 1993).
- Hopkins, A. G., ed., *Globalization in World History* (London, 2002).
- ———, *Global History: Interactions between the Universal and the Local* (Basingstoke, 2006).
- Howe, S., ed., *New Imperial Histories Reader* (London, 2010).
- Jalagin, S., S. Tavera and A. R. Dilley, eds., *World and Global History: Research and Teaching* (Pisa, 2011).
<http://www.cliohworld.net/onread/wg2/wg2.pdf>
- Kennedy, P. M., *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500-2000* (London, 1988).
- LeDonne, J. P., *The Grand Strategy of the Russian Empire, 1650-1831* (Oxford, 2004).

- Lieven, D., 'Dilemmas of Empire, 1850-1918: Power, Territory and Identity', *Journal of Contemporary History* 34 (1999), pp. 163-200.
- Lieven, D., *Empire: The Russian Empire and its Rivals from the Sixteenth Century to the Present* (London, 2003).
- Lieven, D., *Towards the Flame: Empire, War and the End of Tsarist Russia* (London, 2015).
- McKeown, A., 'Global Migration, 1846-1940', *Journal of World History*, 15 (2004), pp. 155-89.
- Miles G. B., 'Roman and Modern Imperialism: A Reassessment', *Comparative Studies in Society and History*, 32 (1990), pp. 629-59.
- Miller, A. and Rieber, A.J. (eds), *Imperial Rule* (Budapest, 2004).
- O'Brien, P., 'Historiographical Traditions and Modern Imperatives for the Restoration of Global History', *Journal of Global History*, 1 (2006), pp. 3-39.
- Ostler N., *Empires of the Word: A Language History of the World* (New York, 2005).
- Pagden, A., *Lords of all the World: Ideologies of Empire in Spain, Britain and France 1500–1800* (New Haven, Conn., 1995).
- Pomeranz K., *The Great Divergence* (Princeton, 2000).
- Radakau, J., *Nature and power: A Global History of the Environment* (Cambridge, 2008).
- Reynolds, M.A., *Shattering Empires: The Clash and Collapse of the Ottoman and Russian Empires, 1908-1918* (Cambridge, 2011).
- Sanborn, J.A., *Imperial Apocalypse: The Great War and the Destruction of the Russian Empire* (Oxford, 2014).
- Subrahmanyam, S., 'Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia ', *Modern Asian Studies* 30:3 (1997), pp. 735-62.

ASSESSMENT

First attempt:

- essay, 2,500 words, 40%
- e-assessment on tutorial readings and participation, 10%. Further details will be announced via MyAberdeen.
- two-hour degree examination, 50%.

Resit:

- two-hour degree examination, 100%.

To view the CGS Descriptors please go to **MyAberdeen- Organisations-Divinity, History, & Philosophy Student Information for Undergraduates**. The link to the CGS Descriptors is on the left hand menu.

PLEASE NOTE: In order to pass a course on the first attempt, a student must attain a Common Grading Scale (CGS) mark of at least E3 on each element of course assessment. Failure to do so will result in a grade of no greater than CGS E1 for the course as a whole.

If you submit your work on time, you can expect that feedback will **normally be provided within three working weeks** (excluding vacation periods) of the submission deadline.

ESSAYS

Your essay is your opportunity to explore a particular topic or issue in greater depth. It should be a maximum of 2,500 words, including footnotes but not including your bibliography. The extensive course bibliography will help you construct a programme of research for the essay. Further guidance on writing will be provided in one of the lectures in Week 1. You will need to **sign up for a title via MyAberdeen. Essay titles will be made available from week 3.**

While there is a good deal of choice, numbers for each essay will be capped to prevent excessive strain on resources.

- ⇒ The History department's guide to essay referencing is available on the course website on MyAberdeen, within the Assessment sub-section.

E-ASSESSMENT EXERCISE

The purpose of the e-assessment is to test your ability to comprehend and reflect on the arguments of a range of key works, each of which will be the focus of discussion in one of the tutorials. A range of question types will be asked in the test, delivered by the MyAberdeen system. You will be expected to answer one question per tutorial, a total of eight questions, from a randomised pool. The questions will all relate to one or more of the set readings. The test will go live on **Friday of Week 10** and must be completed by **Friday of Week 11**. A practice test, further guidance, and further details will be made available via MyAberdeen.

LIST OF ESSAY TOPICS

Please see the list of essay topics on MyAberdeen (from Week 3).

ASSESSMENT DEADLINES

- Essay: due by 3pm Wednesday in Week 10 (20 March)
- e-assessment on tutorial readings: complete this remotely via MyAberdeen. The test will 'go live' on Friday of Week 10 (22 March), and must be completed by Friday of Week 11 (29 March). Further details will be announced via MyAberdeen.
- Two-hour degree examination in May 2018

SUBMISSION ARRANGEMENTS

When uploading assignments, please do the following:

1. Submit a .doc or .docx and include the word count.
2. Submit by the due date, no hard copy will be required unless directly requested by the Course Coordinator through [My Aberdeen](#).
3. In advance of uploading, please save the assignment with your student ID number listed in the filename, i.e. 59999999 HI2520 Essay 1.
4. When asked to enter a title for the assignment, please enter a title identical to the name of your saved assignment, i.e. 59999999 HI2520 Essay 1.

Please note: Failure to submit by the due date (unless a prior arrangement has been made) will result in a deduction of marks. Where no submission is received, this will result in a mark of zero.

Please note: *Safeassign* text-matching software will be used. However the School of Divinity, History and Philosophy reserves the right also to submit material to *TurnitinUK* when deemed necessary.

EXAMINATION

The degree examination will be held in May. This will require you to answer *two questions in two hours*. The purpose of the examination is to test your ability to synthesise and reflect on the material covered in the course. **This will comprise not only materials discussed in tutorials, but the full range of topics examined in the lectures.** The general format of the examination will be discussed in advance, to assist you in preparation for it.

You are advised that the listed weightings for different components of assessment within a course are contingent upon a minimum mark on the Common Grading Scale (CGS) of E3 being achieved on all assessed work. Where a student has not achieved an E3 on any one component of assessment, s/he will not receive a pass mark for the course.

Past exam papers can be viewed at <http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/>.

PLEASE NOTE: Candidates whose first language is not English may refer to English/native tongue dictionaries. Electronic dictionaries are not permitted in the examination venue. Invigilators are entitled to request inspection of dictionaries prior to the examination, thumbing through them to check that there is no extra written material present.