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HIST 1080
EUROPE AND THE WORLD

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2010

CTS Download Date: 9th July, 2010
Course Overview

Europe and the World provides students with a broad base of knowledge on events and issues shaping the world from the sixteenth century through to the present day, under the themes of global interrelations, notions of identity, the rise of mass societies and issues of race and gender. It focuses on developments in all continents, with particular emphasis on Africa and Asia. A number of themes will be considered in the course of the semester; including:

* The encounter between Europeans and non-Europeans
* The Atlantic Slave trade
* Revolution in the Atlantic world
* The European ‘discovery’ of China
* The British empire in India
* European colonization and the New Imperialism
* The origins of the conflict in the Middle East
* Decolonization in the context of the Cold War
* The clash between East and West

Course structure and timetable

The course consists of 1 one-hour lecture and 1 one-hour tutorial per week. There is also an optional 1 one-hour video per week. The lectures are designed to give detailed background information and to show how to approach an historical problem. They express the lecturer’s personal point of view and represent only one possible interpretation. They do not give the ‘right’ answer — you may wish to disagree and indeed you are encouraged to do so verbally, both in the lectures and/or in the tutorials, if you have reason to adopt an alternative interpretation.

Lecture and Tutorial Times

<table>
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<tr>
<th>Event</th>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>Monday</td>
<td>12.00 - 1.00 pm</td>
<td>GP201</td>
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<tr>
<td>and Tutorial</td>
<td>Monday</td>
<td>2.00 - 3.00 pm</td>
<td>GP218</td>
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<td>3.00 - 4.00</td>
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<td>4.00 - 5.00</td>
<td>W202</td>
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<td>5.00 - 6.00</td>
<td>MCLG59</td>
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<td>9.00 - 10.00</td>
<td>GP218</td>
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<td></td>
<td>10.00 - 11.00</td>
<td>MC102</td>
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<td></td>
<td>12.00 - 1.00</td>
<td>W202</td>
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<td>1.00 - 2.00</td>
<td>W218</td>
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**Note-taking**

In the lectures you will often be introduced to interpretations different from those in the recommended books. Success in the test at the end of the semester will depend heavily on your ability to understand different historians’ interpretations as well as my own. In order to study and reflect on the ideas presented in class, you will have to take good notes: that is, notes that reflect accurately the positions I present.

Failure to take good notes from the beginning will trouble you throughout the course. Also, the note-taking process will convert your attendance at lectures from a passive activity to an active one, which is essential for learning.

You may make an audio recording of class sessions if you wish, but these will be of most use to you if you also take complete written notes and use the recordings only to clarify points poorly expressed in the written version. Most of the factual material discussed in class is listed at the beginning of each section of the lecture topics and reading assignments page.

**Tutorials**

You should sign up on-line for tutorials before semester begins.

Tutorials form the most important part of the course. They look at a selection of themes and problems in modern European history, and are the equivalent of practical work in chemistry. They are your chance to experiment, to work out your ideas, to put different elements of a problem together. You must, therefore, come to tutorials armed with your notes, having already thought about what you’re going to say. You may change your mind — or you may convince others of your point of view.

Ten percent of your overall mark is based on tutorial participation. You should take this into consideration when calculating your workload; it could mean the difference between a pass and a fail. Students must attend on a regular basis in order to complete the requirements of the course. Absences from tutorials should be accompanied by evidence of illness or misadventure.

Attendance at tutorials is required. Failure to attend 80% of tutorials (without adequate medical or serious and unavoidable personal reasons) will render you liable to automatic failure.

If you are unable to attend your tutorial for any reason, common courtesy demands
that you should give your apologies to your tutor in advance.

You are expected to come to tutorials prepared to discuss the issues involved. The mark for tutorial participation is based upon the student’s ability to take part in class discussions. No mark is given for class attendance.

*How much reading should you do?*

The minimum that you are expected to read is the relevant section in the textbook plus one item from the essential readings. If you are writing a paper for that particular topic you should look at as much of the other material as you can manage. Evidence of having done extra research in the library will be rewarded accordingly. It is vital that you should read a variety of works, otherwise you will get a one-sided view of the topic. Choose something that looks interesting to you and come to class prepared to share your findings with the other students.

*If you have a disability on record at Newcastle and want a reasonable accommodation to be made for you in this course, please see me.*

**Method of Assessment**

A ten credit point course has two contact hours per week. The assessment has been divided along the following lines:

- **Major essay (2000 words)** 30%
- **Tutorial paper (2000 words)** 30%
- **Group Project** 30%
- **Tutorial participation** 10%
- **Total** 100%

**Essays**

1. All students have to submit a 2000 word tutorial paper due one week after the tutorial. Tutorial papers should be handed in to your tutor. Choice of tutorial topics will be made in class.

2. All students have to submit a 2000 word essay from the list at the back of the course guide on or before 5 pm, **Monday 11 October** (see for guidelines).

3. All students will take part in the preparation and submission of a Group Project in weeks 12 and 13.

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 12 point black font. Leave a wide margin on the left-hand side for marker’s comments (4 cm), double spacing, and include page numbers.

- **Word length:** The word limit of all assessment items should be strictly followed — 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet**: All essays must be handed in with a completed University cover sheet stapled to the front page. Coversheets are available at:
  
  [http://www.newcastle.edu.au/study/forms/AssessmentItemCoverSheet.pdf](http://www.newcastle.edu.au/study/forms/AssessmentItemCoverSheet.pdf)

- **The major essay may be submitted at any Student Hub located at**:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah

- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

- Essays should follow the normal conventions as to footnotes and bibliography. Instructions on how to do this can be found at the back of this course guide. Essays should be in clear, concise, correct English, with proper regard for spelling, punctuation and grammar. Essays that do not meet these requirements may be handed back unmarked for re-writing.

- A **bibliography** must be attached to the essay (on a separate sheet of paper). The bibliography should list, in alphabetical order of author or editor's surname, all works which have substantially contributed to the writing of the essay. It should also include all works cited in the footnotes, or that otherwise proved crucial to the overall writing of the paper. **As a rule of thumb, the bibliography should contain a minimum of 6 books and 2 articles for the tutorial paper and . Failure to do so will result in the essay being handed back for resubmission. Web sites, dictionaries, or encyclopaedia entries do NOT count.**

**Group Project**

The purpose of the group project is to allow you to organise, prepare and present to your tutorial the results of your investigation into an historical question. A group will consist of 4 or 5 students. The groups will be formed by week 8. The presentations will be made in the tutorial in weeks 12 and 13.

**Handing in late work**

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in
determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Lecture Theatre and Classroom Etiquette

You are expected to come to lectures and tutorials on time, prepared for the day’s lesson. To help create the best environment for all concerned, you are asked to adhere to the following guidelines.

1. Students and staff all contribute to the creation of a classroom atmosphere that encourages the free exchange of ideas. To sustain this atmosphere for the duration of the semester, it is important that all members of the class are treated with dignity and respect (regardless of age, sex, colour, religious or political views).

2. You may bring a laptop computer to class for the purpose of taking notes ONLY. If you choose to look at e-mail, Facebook, or anything not pertinent to the class, you will lose the privilege of using the computer in class.

3. Mobile phones must be turned off and remain out of sight during class. The same goes for iPods and other similar devices. Texting or talking on a mobile is rude and disruptive.

5. Habitual late arrivals and early departures are also rude and disruptive. If you need to arrive late or leave early for a bona fide reason, please let me know.

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
Re-marks & Moderations

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

• the falsification of data
• reusing one’s own work that has been submitted previously and counted towards another course (without permission)
• misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one's own. Plagiarism includes

• copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
• failure to identify direct quotation through the use of quotation marks
• working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

**Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
## Grading guide

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>49% or less</td>
<td>Fail (FF) An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P) The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>Credit (C) The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<td>75% to 84%</td>
<td>Distinction (D) Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>High Distinction (HD) All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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The Arrival of Christopher Columbus in America. German engraving from 1594.

Course Guide, Semester II, 2010
Course co-ordinator: A/Prof. Philip Dwyer
Important Dates for Semester II, 2010

Lectures start in Week 1 — Monday 26 July

Tutorials begin in Week 2 — Monday 2 and Tuesday 3 August

Tutorial papers are due one week after the tutorial

The mid-semester break is from Monday 27 September to Friday 8 October inclusive

The major essay is due after the mid-semester break and must be submitted to a Hub on or before 5pm, Monday 11 October

Semester ends Friday 5 November
## OVERVIEW OF TIMETABLE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lectures / videos</th>
<th>Tutorials</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><em>The Rise and Fall of Europe</em></td>
<td>No tutorials</td>
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<tr>
<td>Week 2</td>
<td><em>Europe and its Overseas Empires</em></td>
<td>Introductory tutorial</td>
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<tr>
<td>Week 3</td>
<td><em>The Conquest of Latin America</em></td>
<td><em>Tenochtitlan, 1521</em></td>
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<td>The Spanish Conquest of Mexico</td>
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<td>Week 4</td>
<td><em>Slavery and the Atlantic</em> (Michael Ondaatje)*</td>
<td><em>Igbo land, 1756</em></td>
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<td>The Atlantic Slave Trade</td>
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<td>Week 5</td>
<td><em>The Age of Revolutions</em></td>
<td><em>Philadelphia, 1776</em></td>
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<td>The American Revolution</td>
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<td>Week 6</td>
<td><em>China and the West</em></td>
<td><em>Hong Kong, 1843</em></td>
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<td>The Opium Wars</td>
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<td>Week 7</td>
<td><em>The British Empire</em></td>
<td><em>Delhi, 1858</em></td>
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<td>The British in India</td>
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<td>Week 8</td>
<td><em>The New Imperialism</em> (Julie McIntyre)*</td>
<td><em>1880</em></td>
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<td>The Scramble for Africa</td>
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<td>Week 9</td>
<td><em>The Middle East</em> (Roger Markwick)*</td>
<td><em>Jerusalem, 1948</em></td>
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<td>The Arab-Israeli Conflict</td>
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<td><strong>Semester Recess</strong></td>
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<td>Week 10</td>
<td><em>Decolonization</em></td>
<td><em>Dien Bien Phu, 1954</em></td>
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<td>The French in Viet Nam</td>
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<td><strong>The Major Essay is due this week</strong></td>
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<td>Week 11</td>
<td><em>The Clash of Civilizations</em></td>
<td><em>New York, 2001</em></td>
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<td>Jihad vs McWorld</td>
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<td>Week 12</td>
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<td><strong>Group Projects</strong></td>
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<tr>
<td>Week 13</td>
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<td><strong>Group Projects</strong></td>
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<td>Major essays returned</td>
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Recommended Reading

You are expected to become acquainted with the works of some of the major historians and with some of the major historiographical debates. The list below is meant to serve as a guideline; there are fuller reading lists attached to the tutorial topics and, of course, you should take the initiative to delve into the library and read whatever you find of interest there. All of the books and articles mentioned in the tutorial reading lists are held on short loan or on three day loan.

Workbook

The tutorial readings listed under ‘Essential Reading’ are to be found in the Workbook, which is available for purchase from the University bookshop.

Recommended Texts

You may consider buying one of the following as an overview for the course. The following are particularly good as general introductions and are available for purchase at the bookshop:


Further Reading

TUTORIAL PROGRAMME

Week 1

There are no tutorials this week.

If you have not already signed up for a tutorial group, please do so as soon as possible in order to get a time that best suits you. Tutorial places fill quickly.
Week 2

Introductory tutorial

The first tutorial will mainly be concerned with explaining what the course is about and answering any questions you may have. This is the first time that you will meet your tutor and the other people in the class with whom you will be working for the next three months. So, we will take a little time out to find out what the tutor expects of you and, just as importantly, what you expect from the tutor and the course. This may be the very first time that you find yourself in a tutorial situation. If that is the case then your expectations are not going to be very high, but think about what you hope to get out of a course on Modern Europe.

You should also come to the class having decided which tutorial topic you would like to do.

Pick more than one in case there is a great demand for a particular topic. The themes on Nazism and the Holocaust are always popular but not everyone can do them.
Week 3

Tenochtitlan, 1521

The Spanish Conquest of Mexico

The problem

This tutorial explores the Spanish conquest of Native America and in particular of Mexico in the sixteenth century. There are two questions that will be the focus of our discussions. How did a small group of men, led by Hernando Cortés, conquer such a large empire? Was it simply a question of technology — horses, guns and steel over arrows and spears — was it a question of introduced disease, or were cultural differences the deciding factor? This brings us to the second question, how were Spanish attitudes towards the ‘other’ shaped?

Tutorial essay question

How did such a small number of Spaniards succeed in defeating such a great American empire?

Essential reading


Additional reading

Primary Source


Bernal Díaz del Castillo, The Conquest of New Spain, 85-125, 216-244, 278-307

Secondary Sources


Ross Hassig, Mexico and the Spanish Conquest (Normal, 2006), 45-194.

Mark A. Burkholder and Lyman Johnson, Colonial Latin America (New York, 2004), 44-80.

Hugh Thomas, Conquest: Montezuma, Cortés, and the Fall of Old Mexico (New York, 1993).


Matthew Restall, “Under the Lordship of the King: The Myth of Spanish Completion,’ in Matthew Restall, Seven Myths of the Spanish Conquest (New York, 2004), ch. 4.
Week 4
_Igbo land, 1756_

_The Atlantic Slave Trade_

**The problem**

At the time when European powers colonized the New World the institution of slavery had almost disappeared from Europe itself. Having overcome an institution widely regarded as oppressive and unfortunate why did Europeans then begin to sponsor the construction of a slave system in their new colonies? Why was slavery established? How did it come to be connected to race? Why were African people prepared to sell other Africans into the Atlantic slave trade? Why were Europeans prepared to buy them?

**Tutorial essay question**

_Why were Africans enslaved? What did the slave trade mean for Africans?_

**Essential reading**


**Additional reading**

**Primary sources**

Olaudah Equiano, _The Interesting Narrative of the Life of Olaudab_ (New York, 2007), 54-58

‘Quobna Ottobah Cugoano,’ in Adam Potkay and Sandra Burr (eds), _Black Atlantic Writers of the Eighteenth Century_ , 125-29.

**Secondary sources**

John Thornton, _Africa and Africans in the Making of the Atlantic World_ (Cambridge, 1998), chap. 4


Robin Blackburn, _The Making of New World Slavery: From the Baroque to the Modern, 1492-1800_ (London, 1997),


Herbert S. Klein, _The Atlantic Slave Trade_ (Cambridge, 1999), chs. 4 and 5.

Week 5

Philadelphia, 1776

The American Revolution

The problem

On 4 July 1776, the American colonies decided to sever ties with the British Empire. The American colonies were by no means oppressed by the British monarchy. On the contrary, ‘Americans’ enjoyed freedoms that many English did not. Why then did the colonies decide to break away from the motherland? Was it simply a question of taxation, or did it come down to questions of ‘freedom’ and ‘liberty’. To what extent was the Declaration of Independence an expression of the ideological underpinnings of the Revolution?

Tutorial essay question

What were the main arguments for and against independence? What are the strengths and weaknesses of each?

Essential reading


Additional reading

Primary sources


Secondary sources


Wim Klooster, Revolutions in the Atlantic World: A Comparative History (New York, 2009), ch. 2.

Week 6

Hong Kong, 1843

China and the Opium Wars

The problem

Until the early nineteenth century, China was hardly known to the outside world. When Europeans began to arrive in greater numbers in the 1830s, demanding access to raw materials as well as to China’s huge domestic markets alike, the Chinese resisted, unsuccessfully. Britain in particular sought a market for Opium, a crown monopoly produced in India, and waged two wars to press home its claim, the first from 1839-1842, and the second from 1856-1860. The first led to Britain taking possession of Hong Kong, as well as right of entry into cities like Shanghai and Guangdong. The war also contributed to the eventual collapse of the Qing dynasty. In this tutorial we will look at why Opium was used by the British as a trading commodity and why they forced it onto the Chinese. What was the Chinese reaction to the British?

Tutorial essay question

What was the First Opium War about?

Essential reading


Additional reading

Primary sources

Pei-kai Cheng and Michael Lestz, with Jonathan D. Spence (eds), The Search for Modern China: A Documentary Collection (New York, 1999).

Have a look at Douglas Johnson (ed.), The Making of the Modern World


Secondary sources


Immanuel Chung-yueh Hsu, The Rise of Modern China (Oxford, 2000),


James Hevia, English Lessons: The Pedagogy of Imperialism (Durham, N.C., 2003), Part I.
Week 7

Delhi, 1858

Ruling and Being Ruled:
The British Sahib in India

The problem

In this tutorial, we will look at the notion of race, ‘the body’, and the British presence in India. Over the nineteenth and into the twentieth centuries, so Collingham argues, the British rejected the Indian way of life and adopted the image of the decent, upright white man bringing civilization to a backward country. Even the pith helmet worn by officials was transformed into a symbol of their power. How was it possible for a small number of Europeans to rule over such a large number of Indians? Did displays of the body have anything to do with the effectiveness of British rule?

Tutorial essay question

Why did race become so important to the British? How central was it to the way in which they organized and ran India?

Essential reading


Additional reading

Thomas R. Metcalf, Ideologies of the Raj (Cambridge, 1994),
Heather Streets, Martial Races: The Military, Race and Masculinity in British Imperial Culture, 1857-1914 (Manchester, 2005),
Week 8

Africa, 1880??

**The Scramble for Africa**

**The problem**

In the space of about twenty years, six European powers — Britain, France, Germany, Italy, Portugal and Belgium — carved up Africa, acquiring million of new subjects in the process. Although African often resisted, many battles were one-sided massacres. This tutorial will look at the motives driving western European countries, especially Britain and France, to exploit natural resources and native labour in Africa in the pursuit of trade and profit. There were, of course, other considerations — national prestige, balance of power relationships, and the strategic interests of the great powers. In some cases, private individuals — explorers, politicians, evangelists, mercenaries, journalists and tycoons such as Cecil Rhodes — were behind the push to empire.

**Tutorial essay question**

*What arguments were used by Europeans to justify their conquest of Africa? (Take into account religion, humanitarianism and race.)*

**Essential reading**


**Additional reading**


G. N. Sanderson, ‘The European Partition of Africa: Origins and Dynamics,’ *Cambridge History of Africa*, vi,


John Iliffe, *Africans: The History of a Continent* (Cambridge, 2007), chs. 9 and 10


Original Sin?

The Origins of the Arab-Israeli Conflict

The problem

In the war which occurred in Palestine in 1948, the Israelis captured some 400 Arab villages and towns, while the Arabs overran fewer than a dozen Jewish settlements. According to the Israeli historian, Ilan Pappe, the 700,000 Palestinian refugees that resulted were part of Plan D, drawn up by Zionist leaders and military officers in Tel Aviv in March 1948 and carried out with relentless precision. Benny Morris rejects that idea contends that the plan called for the destruction only of villages that resisted conquest. Is any of that important sixty years later? Why? Morris is quoted as having said, ‘When the choice is between destroying or being destroyed, it’s better to destroy.’ Is he right?

Tutorial essay question

What brought about the Arab-Israeli conflict, and what sustains it?

Essential reading


Additional reading

Benny Morris, 1948 and After: Israel and the Palestinians (Oxford, 1990), 1-34.
Amitzur Ilan, The origin of the Arab-Israeli arms race: arms, embargo, military power and decision in the 1948 Palestine war, (Houndmills, 1996), 218-244.
Efraim Karsh, Fabricating Israeli History: The “New Historians” (London, 1997), 37-68.
Week 10  
*Dien Bien Phu, 1954*

**Decolonization:**  
*The French in Vietnam*

**The problem**

In the post-war era, the Western European powers set aside their disagreements over colonialism and extended the Cold War fight into the Third World. From 1950 on, the American government decided to send military equipment and economic aid to bolster France in its war against revolutionaries. In this tutorial, we will look at how France became embroiled in Vietnam, and why the French colonial administration adopted an aggressive stance towards Ho Chi Minh. Why did America get involved? Was this a colonial reconquest, or the first of the Cold War conflicts?

**Tutorial essay question**

*Why did the French fight to retain Vietnam? Could the war have been avoided?*

**Essential reading**


**Additional reading**


Mark Atwood Lawrence, *Assuming the Burden: Europe and the American Commitment to Vietnam* (Berkeley, 2005).


Week 11

New York, 2001

Jihad vs. McWorld:
The Clash of Civilizations

The problem

Terrorism is hardly new; it has been around in various forms since ancient times. Increasingly, however, people seemed prepared to blow themselves up in the name of religion. In this tutorial, we will explore the political, religious and economic origins of international terrorism, and why the West (and in particular the United States) has become a main terrorist target. Since 2001, the United States and its allies have fought two wars in the Middle East, both justified on the argument that they would reduce terrorist threats. Have they? Why is the level of resentment against the West in the Muslim world so high? Why have some educated people in the Muslim world turned to reactionary rather than progressive solutions to their societies' problems? Can anything be done to reduce Muslim anger at the West?

Tutorial essay question

To what extent is terrorism a reaction against the dominance of Western (or American) cultural (or military, or political) values?

Essential reading


Additional reading

Michael Burleigh, Blood and rage: a cultural history of terrorism (London, 2008), 386-
Michael Doran, ‘Somebody Else’s Civil War,’ Foreign Affairs, 81:1 (January/February 2002), 22-42.
Mark Juergensmeyer, Terror in the Mind of God (Berkeley, 2000),
Group Project
Make sure you read this before you begin

The purpose of the group project is to allow you to organise, prepare and present to your tutorial the results of your investigation into an historical question. A group will consist of between 4 to 6 students, and will be formed in week 8. The presentations will be made in the tutorial in weeks 12 and 13.

You have, therefore, about four-five weeks to prepare your project. The group must keep a log (to be handed in when the project is complete) which will act as an attendance register and provide a brief description of activities undertaken, for example, allocation of reading, preliminary findings, comment on each other’s contributions, dress rehearsal.

Feedback will be given by a combination of peer review (each individual will award a mark for the work of each member of their group), as well as the tutor’s comments, to be given face-to-face in a ca. five-minute feedback surgery. [This overall mark for the group project is made up of the log report, the presentation and the peer mark].

If circumstances do not allow you to take part in the group project then you will be expected to complete a 2,000 word essay.

You will be working as a team. This means that as a group you need to plan a series of meetings with one another and organise among yourselves, first, the choice of topic, and second, whether your topic lends itself to the use of illustrations, statistics, music, Powerpoint, etc. You will then need to work out a timetable which will allow you to meet to discuss progress, organise material and address any problems or issues that arise. Members of the group who do not pull their weight will be penalised. Presentations take places in weeks 12 and 13 (in an order to be decided).

Planning your research

Once you have selected your topic the group will need to think about the following:

Which sources are you going to use?

Can you divide the topic into a series of sub-questions that you can answer and assign to members of the group?

How will these questions help you to answer the question posed in the project title?

How will you allocate tasks within the group?

How will you divide up the time between getting the project title and making the presentation?

Keeping a log

Each group must keep a written record of its work. This log, when completed, should:

- briefly record the work undertaken by each member (one short paragraph per member)
- record the duration, attendance at, and frequency of group meetings
• include comments on how the group interacted — were there any problems and how were they overcome?

This log should be no longer than 2 x A4 sheets of typescript (font size 12, double spacing). This log will be handed in on the day the presentation is made.

Preparing and Giving your Presentation

Each group has about 20 minutes in which to present. Make sure everyone is prepared. (You might consider going through a dry-run; practice and rehearse your presentation before it is made in class.)

Make sure you have a clear plan about what each group member will talk about and when they will talk.

If there is going to be an audio-visual element in the presentation, you need to make sure that you have the equipment you need (consult with the tutor).

Focus on getting across a few clear points: think about using visual aids, such as a handout/OHP, Powerpoint to assist in making your points clear.

Think about using examples or illustrations to make your presentation interesting.

Think about who in the group is going to use audio-visual sources.

Rehearse out loud in front of your own group. Get all the members of your group to give a constructive assessment of an individual performance.

Try to encourage discussion with, and questions from the audience at the end of the presentation. Be prepared to answer questions from the audience.

Acknowledge your audience by maintaining eye contact, looking at them helps to involve them in your presentation.

Avoid reading from a script, and try instead to speak directly to your audience in your own words, based on all the reading and planning you have done to prepare.

Remember to pause and not to speak too quickly.

Assessment

Assessment for the group project will make up 30 per cent of the overall mark. It will be made up of the tutor’s assessment of the presentation including the log report (75%), and the peer mark (25%). The tutor will provide you with written and/or oral feedback on the quality of your presentation. The presentation will be judged on:

• intellectual clarity and cohesion; range of materials used and their interpretation;

• verbal clarity (for instance, clear introduction, general presentation skills such as pace, volume, body language)

• use of illustrative material/audio-visual aids.

Overall, the intellectual content of the presentation, the presentation itself, timing, teamwork and discussion will all be assessed.

Immediately after the presentation each member of the group making the presentation will be asked to give a mark to each member of the group, including yourself, according to your assessment of each other one’s relative contribution to the work which resulted in the final project presentation. This will be confidential and be seen only by the tutor. Note that you must provide written justification for the mark you are giving each member of your group! You must award a mark to everyone on the list without exception.
Projects

1. How did Europeans see non-Europeans? Choose a period and a region of the world. Use visual representations of non-European peoples, places, or artefacts.

2. What technological advances contributed to the dominance of the west over the rest of the world? Choose either the seventeenth or nineteenth century.

3. Explain how the Spanish conquest in Central and South America affected:
   a) Native Americans
   b) Europeans

4. How did the slave trade conducted by Europeans affect:
   a) West Africans
   b) the North American colonies

5. What cultural beliefs held by Europeans enabled them to treat Africans as commodities to be bought and sold

6. What was ‘modern’ about the imperialism of the nineteenth and early twentieth centuries? The following website might be useful:
   http://www.fordham.edu/halsall/mod/modsbook34.html

7. Explain how and why China reacted to Western intrusion in the way it did in the second half of the nineteenth century.

8. Explore the visual representations of colonialism. For this project you might find the following website useful:
   http://www.library.yale.edu/~mpowell/victorianper.html

Part of this project might involve examining the ways in which artefacts/images are preserved, how they are preserved and displayed, the intended audiences for the artefacts and images and the role of museums in preserving and presenting such material. It might also involve the use of photographs and an exploration as to how photographs were constructed and utilised in colonial and post-colonial settings.

9. Examine the visual representations of post-colonialism/independence.

10. What factors have led to the global emergence of communal (i.e. religious) violence in the world since the 1970s? You should examine, but not necessarily limit yourself, to the rise of fundamentalist Islam.
Major Essay Topics

Make sure you read this before you begin

The Major Essay is the most important work you will have to submit this semester. It is worth 30% of the total mark. You should, therefore, take the preparation of the essay very seriously, allow plenty of time to carry out the research, and submit a thoughtful and well-organized piece of work. Given that you have many weeks in which to write your piece, we will expect a work of the highest standard and will mark it accordingly.

This essay should be regarded as a research essay, that is, one of the criteria on which you will be judged will be your ability to find relevant material. Your research will inevitably take you to the library, where you will find as much material as possible. If you experience difficulties finding the material you need, consult the library staff or your tutor. You will note that under each question is a section entitled ‘Advances secondary sources’. Students who are able to engage with and incorporate some of that material will place themselves in a position to obtain a higher mark.

Each essay must contain references to primary source material. This can include pictorial evidence. As readers and writers of history, you must be able to engage with primary sources and assess and weigh historians’ interpretations of them. In short, you must critically review historical arguments.

Submission deadline — 5m., Monday 11 October.

1. You should consult the section ‘What It Should Look Like’ in the undergraduate history handbook for the correct way to format your essay. This is particularly important for the footnotes and the bibliography. Marks will be deducted for incorrect footnoting.

2. Remember, this essay counts for 30% of your grade. Do not ask your tutor for an extension. If an extension is needed then you must fill out the appropriate form and attach it to the essay (essay extension request forms can be obtained from the departmental secretary). The course coordinator will then decide if it is a suitable excuse. Work commitments are not taken into consideration. Late essays are penalised 10% per week or part thereof.

3. The minimum requirement for the bibliography is six books and two articles. Failure to meet that requirement will result in the essay being returned, unmarked.
Question 1

How did Cortés understand and represent his defeat of the Aztecs? How did indigenous writers make sense of this defeat?

Primary Sources

Stuart Schwartz (ed.), Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico, St. Martin’s Press (Boston, 2000).
We People Here: Nahua Accounts of the Conquest of Mexico, edited and trans. by James Lockhart (Eugene, 2004).

Secondary Sources

Hugh Thomas, Conquest: Montezuma, Cortés, and the Fall of Old Mexico (New York, 1993).
Matthew Restall, Seven Myths of the Spanish Conquest (New York, 2004).

Advanced secondary sources

Blair (eds), The Transmission of Culture in Early Modern Europe (Philadelphia, 1990), 87-130.
Felipe Fernández Armesto, ‘“Aztec” auguries and memories of the conquest of Mexico,’ Renaissance Studies, 6 (1992), 287-305.

Question 2

How did Amerindians interpret the epidemics of measles and smallpox that devastated Mesoamerica in the sixteenth century?

Primary sources

Garcilaso de la Vega, Royal Commentaries of the Incas (Texas, 1989), ch. 15.

Secondary sources

Noble David Cook, Born to Die, Disease and New World Conquest, 1492–1650 (Cambridge, 1998), ch. 2.
Noble David Cook and W. George Lovell (eds), ‘Secret Judgements of God’: Old World Disease in Colonial Spanish America, chs. 1-3.

**Advanced secondary sources**


**Question 3**

*Did pirates and buccaneers make the sea an ‘alternative world’ to the power relations being developed by the seventeenth-century English maritime state?*

**Primary source**


Daniel Defoe ‘The Life of Captain Roberts,’ in *General History of the Robberies and Murders of the Most Notorious Pirates* (Guilford, Conn., c2002),

Defoe, ‘The Life of Mary Reed,’ in *General History of the … Most Notorious Pirates*,

Defoe, ‘The Life of Anne Bonny,’ in *General History of the … Most Notorious Pirates*

**Secondary sources**


Marcus Rediker, *Villains of all Nations: Atlantic Pirates in the Golden Age* (Boston, 2004)


**Advanced secondary sources**


Ulrike Klausmann et. al., *Women Pirates and the Politics of the Jolly Roger* (Montreal, 1997).

**Question 4**

*How important were the American and French Revolutions in the outbreak of the Haitian Revolution?*

**Primary sources**


Laurent Dubois and John D. Garrigus (eds), *Slave Revolution in the Caribbean, 1789-1804* (Basingstoke, 2006), 95-99.


**Secondary sources**

Gad Heuman, *The Caribbean* (London, 2006), chs. 6-7


David Geggus and Norman Fiering (eds), *The World of the Haitian Revolution* (Bloomington, 2009).


Franklin W. Knight and Colin A. Palmer (eds), *The Modern Caribbean* (Chapel Hill, 1989), ch. 2.


**Advanced secondary sources**


**Question 5**

*What factors led to the rise of antislavery sentiment in Europe? Did the American Revolution advance or retard the abolitionist campaign against the slave trade?*

**Primary source**


**Secondary sources**


Lisa A. Lindsay, *Captives as Commodities: The Transatlantic Slave Trade* (Saddle River, N.J., 2008), ch. 4.

Johannes Postma, *The Atlantic Slave Trade* (Gainesville, 2005), ch. 5.


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School of Humanities and Social Science
Suzanne Miers and Richard Roberts (eds.), *The End of Slavery in Africa* (Wisconsin, 1988).

**Advanced secondary sources**


**Question 6**

*How did Captain Cook and his crew interact with and react to the new peoples they encountered in the Pacific during his first voyage in the 1760s? Do we know what ‘natives’ thought about them?*

**Primary source**


**Secondary sources**


**Advanced secondary sources**

Glyndwr Williams, “‘Far More Happier than We Europeans’: Reactions to the Australian Aborigines on Cook’s Voyage”, *Historical Studies*, 77 (1981), 499-512.

**Question 7**

*Why were the European East India companies so successful? Consider the role of internal*
Primary source
Barbara Harlow and Mia Carter (eds), *Archives of Empire: Volume I. From The East India Company to the Suez Canal* (Durham, 2004), Part I.

Secondary sources

Question 8
What caused the Sepoy Rebellion in India in 1857? How did it change Indian attitudes towards the British?

Primary source

Secondary sources
Denis Judd, *Empire: The British Imperial Experience, from 1765 to the present* (London, 1996), ch. 7.
Lawrence James, *Raj: The Making And Unmaking Of British India* (London, 1998), Part IV.
Rudrangshu Mukherjee, *Awadh in Revolt, 1857-1858* (Delhi, 1984).

**Advanced secondary sources**

Rudrangshu Mukherjee, “‘Satan let loose upon Earth’: the Kunpur massacres in India in the revolt of 1857”, *Past & Present*, 128 (1990), 92-116.

**Question 9**

*Were the Chinese Boxers patriots resisting Western Imperialism, or a murderous, superstitious rabble? (Take into account how contemporaries saw the Boxers.)*

**Primary source**

Mary Hooker, *Behind the Scenes in Peking* (Hong Kong, 1987).
Frederic A. Sharf and Peter Harrington (eds), *China 1900: The Eyewitnesses Speak* (London, 2006).

**Secondary sources**


**Advanced secondary sources**

Question 10

How did the British people view their empire? Was it seen as a source of strength or weakness?

Secondary sources
Andrew Thompson, The Empire Strikes Back?: The Impact of Imperialism on Britain from the Mid-Nineteenth Century (London, 2005), chs 2-4.
Andrew Thompson, Imperial Britain: The Empire in British Politics, c. 1880-1932 (London, 2000), ch. 3.

Advanced secondary sources
David Cannadine, Ornamentalism: How the British Saw their Empire (London, 2002).
A. McClintock, Imperial Leather: Race, Gender and Sexuality in the Colonial Contest (New York and London, 1995).

Question 11

What impact did empire have on British discourses of race, gender and class? Did sexual relations with indigenous women undermine or underpin male British colonisers’ power in the empire?

Secondary sources
A. McClintock, Imperial Leather: Race, Gender and Sexuality in the Colonial Contest (New York and London, 1995).
Clare Midgley (ed.), Gender and Imperialism (Manchester, 1998).
Margaret Strobel, European Women and the Second British Empire (Bloomington, 1991).
Strobel, Margaret and Nupur Chaudhuri, (eds), Western Women and Imperialism: Complicity and Resistance (Bloomington, 1992).

Advanced secondary sources


**Question 12**

*Can the use of torture by the French Army during the Algerian War be justified? Has France come to terms with its colonial past?*

**Primary source**


**Secondary sources**


**Advances secondary sources**


Essay and Referencing Instructions for Students


1. The entire manuscript, including all extracts (block quotations) within the text, and all notes, must be double spaced. Allow wide margins of about 4 cms on the left hand side. Wide margins and a full double space between lines are needed to provide room for the lecturer’s notes and comments. Please do not use justified right margins.

2. Page numbers should appear in the top right-hand corner of each page.

3. Block quotations should generally be restricted to quoted material of more than 100 words. They should be indented and double spaced. There is no need to use quotation marks if the passage is indented.

4. Shorter quotations (less than 60 words) should usually be run into the text. Quotation marks should always be used. Periods and commas at the end of quotations should always appear inside, not outside, the closing quotation mark.

5. Notes must be provided in the manuscript in the form of footnotes. Footnotes must be at the bottom of each page, NOT at the end of the essay (these are called ‘endnotes', not footnotes). They should be typed with full double spacing and in the same font size used for the text.

6. Footnotes should be used to indicate the source of all direct quotations. At the same time, all quotations not from primary sources should be kept to a bare minimum: arguments from secondary sources should be summarized/paraphrased and not written at length.

7. Footnotes should also be used to acknowledge the ideas of others, or when interpretation or information is contentious in some fashion. If all the information and ideas in a particular paragraph are from the same source, then one footnote at the end of the paragraph is sufficient. Ordinarily, almost every paragraph will have at least one footnote — except for the introduction, conclusion, and any paragraphs that are primarily based on your own observations.

8. The note should appear at the end of the sentence, after the full stop. It is possible to combine several references under one note. They should be separated by a semi-colon (;).

Examples

Journal article: Author’s name; article title in quotation marks; journal title in full, underlined; volume number; year of issue; inclusive page numbers of article; specific page(s) cited, if applicable.

1 Like so.

Examples:

Footnotes:

Subsequent citation:

Bibliography:

Book: Author’s name (or editor’s name, if no author); book title, underlined; city of publication; year of publication; specific page(s) cited, if applicable.

Examples:

Footnotes:

Subsequent citation:

Bibliography:

Other examples

Translated book:

Footnotes:

Subsequent citation:
2. Roche, *France in the Enlightenment*, 34.

Bibliography:

Multivolume work:

Footnotes:

Subsequent citation:

Bibliography:

Chapter in an edited book:

Footnotes:

Subsequent citation:

Bibliography:

For more detailed information on note forms, see The Chicago Manual of Style, 15th ed.