

# **History 300: Gender & Imperialism- Power and Belonging in the Modern World**

**Fall Semester, 2019  
Dr. Peter Strickland**

**Class: Wednesdays 3-5:30pm- Lincoln Hall (LH) 205**

**CRN: 33090**

**Office Hours: Tuesdays and Thursdays 11:30-12:30 and by appointment**

**Email: pstric2@uic.edu**

**Office: University Hall 1007**

## **Course description**

History 300 provides history majors a semester-length workshop in historical methods and writing. Organized thematically rather than by geography or chronology, this section of History 300 will be focused on the intersection of gender and empire: two of the driving themes of recent historical work on the modern world. Along with developing their own research papers students in this class will be asked to examine the complex ways in which both gender and empire have shaped our world, and how those two themes often intertwined to delineate power. While much of our readings will be theoretically focused, they will also vary in terms of both geography and chronology allowing for students to engage with a wide range of specific historical topics. In investigating these matters, we will draw upon a handful of books, articles and primary source materials. The heart of this course however lies in ways in which students hone their interpretive and expository skills through an intensive schedule of assigned writings, discussion, revision, and class presentation.

## **Assigned Readings**

John H. Arnold, *History, A Very Short Introduction* (Available through blackboard)

Trevor Burnard, *Mastery, Tyranny & Desire: Thomas Thistlewood and his Slaves in the Anglo- Jamaican World*

Gerald Graff & Cathy Birkenstein, *They Say/ I Say. The Moves that Matter in Academic Writing*

Additional readings (lots of them!) available via Blackboard (see schedule below)

## **Recommended Readings**

Strunk & White *The Elements of Style*

Deirdre McCloskey, *Economical Writing*

## **Course Requirements:**

Reading Responses 15%

Book Review-15%

Leading Classroom Discussion-10%

Classroom Participation- 10%

Project Proposal -5%

Rough Draft- 5%

Oral Presentation-10%

Research Paper-30%

## Course Requirements:

Additional instructions will proceed the due dates for each written assignment. ALL written assignments must be submitted electronically to me on blackboard in doc, docx, pdf or rtf format. I will be returning assignments with comments on blackboard. If electronic submission is problematic for you please contact me.

a) **Reading Responses:** Students will be required to write **six** short (approximately 1-page double-spaced) responses to the weekly reading assignments. These responses should be formal pieces of writing that discuss one or more of the readings. Students are free to address any relevant issue with these responses. Responses are due BEFORE the class in which the readings are discussed. Students are REQUIRED to submit a response for weeks two, three, and four, but the students can decide when to submit the other three responses. Students can NOT write a response for weeks one, seven, eight, thirteen, and fifteen. The lowest grade from your responses will be dropped when they are averaged at the end of the semester.

b) **Book Review on *Mastery, Tyranny, and Desire*:** Students will be required to produce a scholarly review of the monograph one week after we complete our discussion. The book review should be approximately 3-4 pages in length. Students will be expected to summarize and explain the argument of the text, but most importantly critique it for its strengths and weaknesses.

c) **Leading Classroom Discussion:** Beginning in week five groups of two or three students will be responsible for leading the first part of our classroom discussion (approximately 30 minutes). Students are free to use outside materials (such as images, film, book reviews etc.) to help lead the discussion, but the focus should be on the readings assigned for that day.

d) **Classroom Participation and Performance:** This requirement incorporates your attendance, actual classroom participation (joining discussions demonstrating that you have read the material). Importantly simply being in class is not enough for full credit in this part of the grade; students must participate in classroom activities on a regular basis to get full credit. Because this class meets only once each week students are only allowed one unexcused absence before their grade is negatively affected by non-attendance.

Included in your participation grade is the requirement that you bring readings with you to class. Much of our class will be focused on the details of the writings themselves and not having the readings makes participation impossible. You may bring them in either digitally or printed, but either way you need to be able to access them during class time.

e) **Project Proposal:** A research proposal, including provisional bibliography.

f) **Oral Presentation:** A short (ca. 10-12 minute) oral presentation, at semester's end, of your research project.

g) **Research Paper** (ca. 12-15 pp.), reflecting work in both primary and secondary source materials. Your revised version is due Wednesday of finals week.

## Course Purpose and Ethics:

This course revolves around writing, the most solitary of activities. But historical writing is also a social transaction, by which we establish new pathways between past and present, connecting old events with current-day audiences. There is both art and technique to this process, and much of this class will be devoted to mastering these. In all this, collegiality and respect for one another's ideas and work are crucial.

Obviously, all work should be of your own making. Assignments turned in that are plagiarized in part or in full, will receive a grade of zero. If you have any concerns on this front please contact me BEFORE submitting the assignment.

### **Classroom Behavior:**

The expectation for all students is that classroom time is time committed to the class. With only weekly meetings absences should be avoided as much as possible. This also means that students should not be using class time to do other work, send emails etc. If you need to make an emergency phone call, please step into the hall to do so, otherwise phones should be off or silenced.

### **CLASS POLICIES:**

1. **Plagiarism:** Please make sure you understand the definition of plagiarism. Plagiarism will not be tolerated in this class. If you take words from any source, you must use quotation marks and acknowledge the sources with proper citations. Even when you use your own words, but have borrowed an idea from another source, you must reference it. Presenting someone else's work as your own can result in the disqualification of your work and a failing grade for this class. It can also result in suspension from the University. This is a very serious offense and should be treated that way. If you are ever unsure of whether you are at risk of plagiarizing, please ask. Students are required to produce original work for each assignment for this course. Reusing parts of papers written for this or other courses is considered self-plagiarism and will also result in the disqualification of that assignment.
2. **Blackboard and SafeAssign:** This course will require that students access Blackboard ([uic.blackboard.com](http://uic.blackboard.com)) to submit written work. Please make sure that you have access to Blackboard from the beginning of the semester. If for some reason you do not, please write to the instructor immediately. All written assignments must be submitted electronically through SafeAssign via Blackboard before the beginning of the class on the due date. Instructions on submitting assignments will be discussed during the first week of class
3. **Late Papers:** I will not accept late writing assignments, unless I specifically give permission for a student to submit it late. Students will earn a 0 for any assignments turned in late that do not have instructor permission
4. **Cell Phones:** Please come to class on time with cell phones set to silent and stored away. Please refrain from texting or reading text messages during class. Such behavior is extremely disruptive for both you and those around you. Students who are active on their phones **will** be called out in class. Continued use of your phone will result in being counted as absent for the day.
5. **Use of Technology:** The use of computers to take notes during class is permitted **ONLY** if students have the self-discipline to stay off websites and messaging applications. Again, this is distracting to those around you. Please do not abuse this privilege. Students who are found surfing the internet during class will not be able to use their laptops or tablets in the future. Those who wish to record class must receive permission to do so from the instructor first. This refers only to audio recordings; video recordings are not allowed.
6. **Common Courtesy:** Students are expected to respect, though certainly not always agree with, others' ideas, interpretations, and comments. Healthy and respectful debate is expected and encouraged. Students are also expected to respect the diversity of their classmates. Everyone is encouraged to help create and sustain a healthy, safe, and productive learning environment. Students who regularly come in late, leave to take phone calls, chat with their neighbors

during class, and are otherwise disrespectful will have their participation grade severely diminished.

7. **Attendance and Participation:** Regular attendance and thoughtful participation are crucial if students want to perform well in this class. Attendance will be taken at the beginning of each class meeting. Students are allowed a maximum of **ONE** unexcused absence before their grade is negatively affected. An absence will only be excused if proper documentation is provided. Students are responsible for any work and announcements that they may miss during their absence.
8. **E-mailing the Instructor:** Please make sure that your e-mails to the instructor are written carefully and completely with a greeting, message, and signature that identifies yourself. You should use this as an opportunity to building your professional communication skills.
9. **Office Hours:** The instructor is available to meet with students during office hours. Please feel free to stop by. If you cannot attend the scheduled office hours, students can also ask to make an appointment to meet. Office hours are an excellent time to discuss paper drafts, your performance in the class, or to clarify any additional questions you may have.
10. **Students with Disabilities:** The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.

#### **Daily Class Plan:**

- 1) Discussion of the Readings (beginning week 5 with students leading the first section)
- 2) Short break (10ish minutes)
- 3) Discussion of methodology (aka how to do history)
- 4) Potential primary source time (on topics related to that days reading)
- 5) Potential work time or time for specific questions about paper projects.

#### **Course Plan:**

##### **Week 1**

##### **Introduction**

8/28

Course themes and mechanics: What do we do as historians?

**Methodology:** How to Read History?

Primary and Secondary Sources

##### **Week 2**

##### **What is history and how do we do it?**

9/4

Arnold, *History, A Very Short Introduction*, Chapters 1, 4-6

**Methodology:** Thesis Statements and Entering an Argument

*They Say, I Say*, Preface, Introduction and Chapter 1

**Due: Be prepared to discuss your tentative topic in class.**

##### **Week 3**

##### **What is imperial history?**

9/11

Niall Ferguson, "Introduction" in *Empire: The Rise and Demise of the British World Order and the Lessons for Global Power*

Ann Stoler and Frederick Cooper, "Between Metropole and Colony" in *Tensions of Empire: Colonial Cultures in a Bourgeois World*  
Stephen Howe, "Studying and Judging Empires" in *Empire a Very Short Introduction*

**Methodology:** Library Excursion

**Week 4**  
9/18

**What is gendered history?**

Joan Scott, "Gender a Useful Category of Historical Analysis" in *Gender and the Politics of History*  
Sonya Rose, "Why Gender History" in *What is Gender History*

**Methodology:** Reading Primary Sources #1

**Week 5**  
9/25

**Women as Colonizers and Colonized**

Scott B. Cook, "Women as Colonizers and Colonized" in *Colonial Encounters in the Age of High Imperialism*  
Susan Blake, "A Woman's Trek: What Difference does Gender Make?" in *Western Women and Imperialism*

**Methodology:** Summarizing Quoting, and Chicago Style Footnotes  
*They Say, I Say*, Chapters 2 and 3

**Week 6**  
10/2

**European Women, Feminism, and Imperialism**

Lora Wildenthal, *German Women for Empire, 1884-1945*  
Antoinette Burton "The White Women's Burden: Josephine Butler and the Indian Campaign 1886, 1915," in *Burdens of History British Feminists, Indian Women, and Imperial Culture 1865-1915*

**Methodology:** What are book reviews?: Reading and writing them.

**Week 7**  
10/9

**Race Slavery and Gender**

Trevor Burnard, *Mastery Tyranny and Desire*

**Week 8**  
10/16

**Individual Meetings**

Meetings in UH 1007- Scheduled for 20 minutes each.

**Book Review Due By 5pm Friday 10/19**

**Week 9**  
10/23

**Missions, Reform and Cultural Imperialism**

Rebecca Overmeyer-Velazquez, "Christian Morality in New Spain: The Nahua Women in the Franciscan Imaginary" in *Bodies in Context*  
Bernard S. Cohn, "Cloth, Clothes and Colonialism: India in the Nineteenth Century," in *Colonialism and its Forms of Knowledge*

**Methodology:** Reading Primary Sources #2

**Project Proposals Due Friday 10/25 by 5pm**

**Week 10**  
10/30

**Medicine, Disease, Health and Sexual Labor:**

Luise White, "Introduction" in *Comforts of Home: Prostitution in Colonial Nairobi*,

Laura Briggs, “Debating Reproduction: Birth Control, Eugenics, and Overpopulation in Puerto Rico, 1920–1940” in *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico*

**Methodology:** Making Clear Arguments: Thesis and Conclusions  
*They Say I Say*, Chapters 4 & 7.

**Week 11**  
11/6

**Intermarriage and sexuality**

Katherine Ellinghaus “Intimate Assimilation: Comparing White Indigenous Intermarriage in the United States and Australia, 1880’s-1930’s” in *Moving Subjects: Gender, Mobility, and intimacy in an Age of Global Empire*  
Daniel J. Walther, “Racializing Sex: Same-Sex Relations, German Colonial Authority and Deutschtum” *Journal of the History of Sexuality* 17, 1 (January 2008): 11-24

**Methodology:** Visual Sources: How to Use Them

**Week 12**  
11/13

**Manliness and the Colonial Frontier**

Mrinalini Sinha, “Reconfiguring Hierarchies: The Ilbert Bill Controversy, 1883-84,” in *Colonial Masculinity: The ‘Manly Englishman’ and the ‘Effeminate Bengali’ in the Late Nineteenth Century*  
Streets, Heather. *Martial Races: The Military, Race, and Masculinity in British Imperial Culture, 1857-1914* (excerpts)

**Methodology:** Presentations- Reading, Visuals, and Tips & Work  
Session-Writing Time

**Draft of Research Paper due Friday 11/15 by 5pm**

**Week 13**  
11/20

**Individual Meetings #2**

Meetings in UH 1007- Scheduled for 20 minutes each.  
Meetings can be schedules for 11/18-20, or 11/25-27

**Week 14**  
11/27

**Women Gender and Anti-Colonial Resistance**

Frances Gouda, “Gender and “hyper-masculinity’ as Post Colonial modernity” in *Gender Sexualities and Colonial Modernities*  
Partha Chaterjee, “Colonialism, Nationalism, and Colonialized Women: The Contest in India,” *American Ethnologist* 16, 4 (Nov 1989): 622-633.

**Presentations:** Group #1

**Week 15**  
12/5

**Presentations & Conclusion**

**Presentations:** Group #2

**Presentations:** Group #3

**Final versions of papers due Wednesday Dec. 11<sup>th</sup> by 5pm**