HIST 4260: Race and Gender in British Imperial Wars, 1830-present

Many scholars and popular pundits have referred to the nineteenth century as the “Pax Britannica” due to the relative peace between the end of the Napoleonic Wars in 1815 and the start of the First World War in 1914. Yet Great Britain repeatedly engaged in military campaigns to expand or control its empire. These included the Opium Wars (1839–42, 1856–60), Wars in Afghanistan (1839–42; 1878–80; 1919), and the Zulu (1879-1896) and Maori (1845 to 1872) Wars. The British also engaged in violent reprisals against the Morant Bay Rebellion (1865) and Indian Uprising (1857-58). From this perspective, the World Wars of the twentieth century, which were contests for imperial control, continued patterns of violence rather than deviated from a peaceful past.

By focusing on the role of race and gender in Britain’s imperial wars, this course asks students to think critically about how colonial powers used gendered and racial hierarchies to justify the use of military force. For example, sanctifying white women as victims of “black” rebels during the Indian Uprising of 1857, or exalting those same Indian troops as “Martial Races” against “decadent” and “effeminate” Chinese officials and civilians in the Opium Wars enabled Britain’s civilian population to support its imperial military endeavors. By the twentieth century, Britain’s reliance on colonial troops from places such as India, Australia, Canada, South Africa, and Nigeria instilled fear and anxiety that the days of all-powerful British soldiers—which was itself an imperial fantasy—were now behind them.

Kate Imy, kate.imy@unt.edu, Wooten Hall 266
Office Hours: M: 1pm-2pm; W: 11am-12pm
In the unlikely event that a class session needs to be canceled on short notice, please check your e-mail and Canvas before each scheduled meeting.

**Course Objectives**

1. Strengthen critical thinking skills
2. Learn to interpret and comment thoughtfully on a variety of materials (text, film, images)
3. Improve writing by formulating clear and concise arguments supported by primary source evidence
4. Analyze and interrogate both official narratives and personal histories by considering how they influence, intersect with, or depart from one another

**Required Materials:**

*Required discussion readings listed on the syllabus will be posted on Canvas. Please print and bring all discussion materials to class on the assigned dates. These will be discussed in class.*

**Required Books:**

- Stephanie Barczewski, *Heroic Failure and the British* (2016) 9780300180060

 Also required: **Guns at Batasi (film) 1964.**

**Grading:**

Grades are assigned based on points that students accumulate throughout the semester. Individual assignments are worth the following:

- Position Papers 4 x 60 each = 240
- In-Class Essays = 40 each (unannounced, at least 3)
- Participation Points = varies by student (c. 175 for daily on-time attendance)
- Paper Proposal = 60
- Midterm=300
- Research Paper/Poster = 300
- Final Exam = 350

Extra Credit opportunities will be available throughout the semester, especially during the “Imperial Legacies of 1919” conference (April 19-20).

Points needed for Grades:

- A: 1350 or higher
- B: 1200-1349
- C: 1050-1199
- D: 850-1049
- F: 849 or lower
Students within one point may receive lenience in final grade assignments if they have demonstrated an upward trajectory. Otherwise, final scores and corresponding grades are non-negotiable and final.

Grades for individual assignments will appear on Canvas for your reference. Final exam scores will appear on Canvas only after final grades have been submitted.

**Assignments**
All assignments, except for final posters, are due as electronic copies to turnitin.com through Canvas at 11:45am. It is the student’s responsibility to ensure that the paper was received properly. Submitting a paper is not an excuse to be late for class. Late papers can be submitted through Canvas. Those received within 24 hours after the deadline will be subject to an automatic 10% grade deduction. An additional 5% will be deducted for each subsequent day of tardiness. If your internet fails then bring a printed hard copy to class by 12:00pm and submit it to Turnitin/Canvas ASAP. Failure to do so will result in a 10% penalty.

Wikipedia and online encyclopedias are not appropriate sources for any assignment in this course.

Students may stop by during office hours or schedule appointments to discuss the results of individual assignments starting 24 hours after the assignment has been returned to students. Grades and assignment results will not be discussed prior to this time. No assignments will be accepted after the final exam has been administered. When in doubt: communicate.

**Position Papers & Debates** Each position paper (up to one page single spaced, Times New Roman, 11-12 point font) asks students to write about a pre-assigned “position” about major debates relevant to British imperial history. This may mean defending a position with which you do not personally agree. You should write your paper as if you are making this argument yourself. This may, if you choose, include writing in the voice of an historical actor or primary source author. Thorough feedback will be provided on the first position paper, the midterm, and on posters/research essays. If students would like feedback on subsequent position papers they must request it via e-mail/Canvas at least 24 hours after grades have been assigned.

You should create a succinct argument based on the topic and position provided and support this argument with evidence from assigned sources (only). Evidence may include short quotations and relevant names, dates, ideas, and events from the sources. Ideas should be organized into paragraphs.

Any citation style is acceptable (footnotes/endnotes/in-text parenthetical) as long as you remain consistent throughout. Bibliographies should not be included. Papers are due online but many students find it useful to bring a hard or electronic copy to class on the day of the debate for their own reference.
Position Paper Topics

Position Paper 1 (30 January): The Crimean War was:
- An example of heroic British valor and self-sacrifice
- A horrific military blunder that embarrassed Britain on the world stage

Position Paper 2 (15 February): The Rebellion of 1857:
- Was an unjust attack against British women and children that demands retribution and firm governance
- A war of independence demonstrating that Indians oppose British rule

Position Paper 2 (20 March): The Boer War:
- Resulted in atrocities against civilians and demonstrates that the British have no moral right to rule an empire
- That British masculinity needs to be revitalized to keep control of the empire

Position Paper 3 (12 April): Indian soldiers in the Second World War should:
- Serve the British as they did in previous wars
- Take this opportunity to rebel against Britain and its empire
- Fight with the British to defeat fascism but participate in discussions about independence

Position papers are meant to prepare students for group debates about the assigned topic. Each “side” will discuss their position and elect representatives to provide opening and closing statements in the debate. Students may not serve as representatives in back-to-back debates. Whichever “side” presents the most reasonable and well-supported argument will win the debate and earn 5 extra credit points on the assignment.

Automatic Deductions: Position Papers
- Late: -10% (after 11:45am)
  - -5% for each subsequent day
- Not single-spaced: -2%
- Sources not cited: -1% to -5%
- Incorrect formatting (Not times New Roman 11-12 font) -2% (up to -10% if this coincides with length issues)
- Overlong and/or incomplete: -2% to -10%
- Unauthorized sources: -20%
- Plagiarism: failing grade

In-Class Essays: Students should prepare for each class session by doing the assigned readings, listening to the assigned interview, or watching the relevant film, when appropriate. There will be unannounced in-class essays on at least three days when there are assigned discussion materials but not debates/position papers. Students may bring and use hard copies of readings for reference. When films or interviews have been assigned, students may bring their hand-written notes. In-class essays cannot be retaken or made up for any reason.

Midterm (25 February): The exams consist of identifications and essays based on quotations, terms, images, and prompts.
Primary Source Research Essay or Poster (5 April)
Students have the opportunity to choose whether they would like to complete a primary source essay or a research poster as their capstone research assignment for this course.

Research Essay Guidelines
Primary source research essays are opportunities for students to conduct original research about a topic of their choice as long as it examines the role of race and gender in British Imperial Wars 1830-present. Students may choose any single conflict, region, profession, army, compare multiple of the same, or create an argument about specific ways in which ideas about race and/or gender were articulated from the nineteenth to the twenty-first centuries.

These essays enable students to demonstrate their skills analyzing primary sources, building arguments about sources, and supporting arguments with evidence from the sources. Students should select their topics by choosing at least one primary source used in class and expanding on a topic related to that source. For example, if a student chooses a source from the 1857 debate, they might choose to write about gender in justifying colonial wars. If they choose an image from the Opium Wars they might write about how racialized perceptions of Chinese civilians was used to justify violence. They should build their argument by selecting primary sources, analyzing them, and making a central point about race and/or gender as it relates to their topic of choice.

In addition to one primary source from class students must use at least four other primary sources to complete the essay. Students should support their argument with short quotations, names, dates, events, etc. and organize their ideas into paragraphs. Students are expected to demonstrate that they can make appropriate use of in-class materials and find relevant evidence from appropriate sources. Essays should be organized into paragraphs with a clear introduction that sets up the main argument of the paper.

Students must use documents, films, interviews, and images from class and at least three sources from the following:

- Primary source articles from British Periodical Index Plus: https://libproxy.library.unt.edu:2165/britishperiodicals/index
- The National Army Museum: https://collection.nam.ac.uk/
- British and Irish Women’s Letters and Diaries: https://iii.library.unt.edu/search~S12/?/X/Xwomen%27s+letters+and+diaries&m=a&m=i&m=g&m=j&m=c&m=d&m=e&m=f&m=k&m=m&t&m=o&m=r&m=n&m=p&m=s&m=z%1%2C5%2C5%2C2B/frameset&FF=X%1%2C1%2C
- Images, films, or interviews from the Imperial War Museum: http://www.iwm.org.uk/collections
- Films from British Pathé: https://www.britishpathe.com/

Students may choose sources from any combination of the above as long as they use at least three of these external sources (one of each, three or more from the same, etc.) as long as they use a total of five sources (one from class, three from approved online sources, and at least one other source from an approved online archive or from class).
If a student locates a primary source from another archive or library they should clear these sites and sources with me at least one week prior to the deadline. Secondary sources should be used sparingly and must be cleared by the instructor at least one week prior to the deadline.

Remember, your goal is to analyze primary sources to better understand a particular theme and topic, NOT to provide a narrative history of that topic. Follow the method that we have been using in the position papers (create an argument and support it with evidence).

Requirements:
- At least 5 primary sources (at least 3 from approved online databases)
- Times New Roman, 11-12 point font; 5-6 pages double-spaced not including title page
- Title page with a creative paper title, student name, professor name
  - No heading on subsequent pages
- Page numbers on all pages except the title page
- Footnotes using the following general style:
  - [For primary sources:] Author, “Article Title,” Periodical VOL# (DATE); page number, link to website for that item.
  - For books: Author, Book (Publication City: Publisher, Year), page.
  - [For items used in class] Author, Title (Year), page number.
- Works Cited or Bibliography not required.
- If you are using images, please include a copy of each image, with the link to NAM, IWM, etc. in an appendix at the end of the essay. This will not count toward the page total.
- Organize essay into paragraphs with a central argument articulated clearly at the end of the introduction (first paragraph).
- Include short quotations or specific details from primary sources to support the argument.

Automatic Deductions: Primary Source Essay:
- Late: -10% (after 11:45am)
  - 5% off for each subsequent day.
- Failure to double space: -5%
- Failure to cite sources or include images in appendices: -5% to -10%
- Minor footnoting/citation errors: -1% to -5%
- Wrong font size or style -5% (more if this contributes to length issues)
- Overlong or too short: -2% per quarter page; -5% for every half page under required length
- Absence of page numbers -2%
- Absence of title page: -2%
- Heading on pages after title page: -2%
- Use of unapproved primary or secondary sources: -5% to -10%
Research Poster Guidelines:

Students creating posters must select any topic related to war and the British Empire from the period 1830-present.

Posters that receive at least 240 points may be displayed at the “Imperial Legacies of 1919” conference (April 19-20) where they will compete for a prize. Students displaying posters will be invited to the conference dinner. Posters displayed at this event will receive five extra credit points. Students who make it into the Top 3 of posters will also be invited to the conference lunch and receive the following extra credit points:

Top Prize: 20 Extra Credit points
Second Place: 15 Extra Credit points
Third Place: 10 Extra Credit points

Required components of poster:

- Include a minimum of 3 primary source images from the archives and databases listed below.
- Cite at least 3 additional sources. These may be written primary sources from the archives and databases or secondary sources.
- Submit an accompanying reflection essay (no more than 1 page single-spaced, Times New Roman, 11-12 point font) that explains your experience locating sources, why you chose your sources, and why these are valuable for understanding British imperialism.
- Include headings for at least five sections: Introduction, Thesis/Hypothesis, Methods/Results/Summary, Discussion/Significance, Works Cited/Bibliography
- Follow the UNT template for posters, available below and here: https://honors.unt.edu/research/university-scholars-day

Please locate images and evidence from the following:

- Primary source articles from British Periodical Index Plus: https://libproxy.library.unt.edu:2165/britishperiodicals/index
- The National Army Museum: https://collection.nam.ac.uk/
- British and Irish Women’s Letters and Diaries: https://iii.library.unt.edu/search~S12/?X/Xwomen%27s+letters+and+diaries&m=a&m=i &m=g&m=j&m=c&m=d&m=e&m=f&m=k&m=m&m=t&m=o&m=r&m=n&m=p&m=s &m=z/1%2C5%2C5%2CB/frameset&FF=X&1%2C1%2C
- Images, films, or interviews from the Imperial War Museum: http://www.iwm.org.uk/collections
- Films from British Pathé: https://www.britishpathe.com/

The “Imperial 1919” Undergraduate Student Ambassador, Savannah Donnelly, will visit our class to provide help and guidance about researching and crafting a successful poster. For further guidelines on crafting successful posters please see: https://www.historians.org/annual-meeting/resources-and-guides/poster-resources/effective-poster-presentations
Sample Posters:

Students may also enter their posters for consideration for UNT honors day (Scholar Day proposal deadline 18 March). This is optional and not required. Cash prizes will be awarded to winners.

https://honors.unt.edu/research/university-scholars-day/scholars-day-poster-submission
Grading Rubric

Highest achievement (54+ position papers, 270+ research essay/poster): Follows instructions, makes a strong, clear central argument. Supports the argument with ample evidence including short quotations and paraphrased references from the sources. Organization is clear and all evidence supports the larger argument.

Good achievement (48-53 position papers, 240-269 research essay/poster): Includes some good observations and has an argument. Makes good use of evidence from sources. Follows most of the general instructions. Organization of ideas could be strengthened or are not always consistent with the main idea.

Moderate achievement (42-47 position paper, 210-239 research essay/poster): Has either good ideas or some strong evidence. Organization is not always clear and instructions were not necessarily followed. Stronger argument or better use of evidence would elevate this to a good achievement.

Poor achievement (36-41 position paper, 180-209 research essay/poster): Does not have clear main ideas. Most likely does not make use of evidence from the sources. Organizational problems throughout and failure to follow general instructions.

Failing assignment (35 or lower position paper, 179 or lower research essay/poster): Fails to follow instructions. Includes neither a strong argument nor includes evidence from the sources. Falls short of required length, makes use of unapproved materials, and/or does not cite sources (including evidence of plagiarism).

Paper/Poster Proposal (18 March): Students must prepare a draft proposal for their research essays or posters. These should identify the topic, whether they will be making a poster or writing a paper, and reference at least two primary sources from online databases and archives that will be consulted for the project. The format for the proposal is open—students may choose to write an outline, a paper/poster rough draft, a summary, or whatever is most useful. Being as specific and thorough as possible will be the most beneficial for getting early feedback on your project. Proposals should be submitted via Canvas/turnitin by 11:45am.

Final Exam (8 May, 10:30am-12:30pm): The final exam will be a combination of essays and identifications based on quotations, terms, images, and prompts.

Participation Points: Daily attendance is required for success. Students receive points for each day that they attend class. Simply showing up to class on-time is a good way to earn points and to strengthen your grade. Failing to attend class regularly, or habitual tardiness, will mean that you miss out on easy points. Participation points will be added to the gradebook as a single cumulative points total at the end of the semester. Students who want to know about their participation record before the end of the semester should stop by during office hours or set up an appointment.
Students with ODA accommodations related to absence/tardiness will receive separate accommodations to be discussed during a meeting or during office hours in the first week of class.

Other absences (illness, family emergency, work conflict, etc.) can be excused if I receive an e-mail prior to class from you stating that you will not be present. Students can only receive reduced points for excused absences for a maximum of 5 class sessions (defined as no more than 3 regular class sessions, 1 debate, and 1 discussion). All absences without prior notice, or after the acceptable number of excused absences, will result in zero points.

Point distribution for attendance and participation:

*Regular class day*
On-time arrival and non-distracting presence for entire class: 3 points
Partial attendance with late arrival, early departure, and/or distracting behavior (including sleep): 1 point
Productive participation and contribution about in-class materials or readings: 4-5 points
Excused absence: 2 points—students may receive points for only three excused regular class days

*Debates (x5)*
On-time arrival and non-distracting presence for entire class: 15 points
Partial attendance with late arrival, early departure, and/or distracting behavior (including sleep): 5 points
Productive participation and contribution, service as an opening or closing speaker: 20-25 points
Excused absence: 8 points—students may have only one excused absence for a debate and must send discussion topics to me prior to class to receive credit.

*Class with Discussion or Review (x3)*
On-time arrival and non-distracting presence for entire class: 9 points
Partial attendance with late arrival, early departure, and/or distracting behavior: 3 points
Productive participation and contribution about in-class materials or readings: 12-15 points
Excused absence: 5 points—students may have only one excused absence for a discussion/review

**Optional Essay (29 April):** A student may choose to write one “optional essay” (same format as a position paper) to replace the score of either one position paper or one in-class essay. This will replace a low score. If the optional essay score is lower than the original score, the original score will stand. The conditions of writing an optional essay are as follows:

1) Those planning to complete an optional essay must come by during regular office hours or set up an appointment to discuss it at least one week prior to the due date (an informal chat after class does not count). At that time students will determine paper topics and sources in consultation with me.
2) The optional essay should be written about any single primary source assigned on a day when there was no position paper or in-class essay.
3) Students may complete only one optional essay per term.
4) Students may not use an optional essay if they have missed more than two in-class essays, failed to turn in a position paper, or been late on two or more position papers.
5) An optional essay must be handed to the instructor as a hard copy, in-person. E-mails, mailbox drops, or under door submissions will be thrown away.

6) Optional essays are due at 12:00pm on April 29th and will not be accepted late.

There are absolutely no exceptions to any of the above conditions. If students fail to adhere to these guidelines, the optional essay will not be graded.

**Plagiarism and Academic Integrity**

All work must be original to each student and may not be completed in pairs or groups. Doing so may warrant a zero grade for that assignment. Wikipedia, cliffs notes, sparks notes, blogs, and online encyclopedias are not appropriate sources and should not be consulted when completing any assignments. Doing so may warrant a zero grade. Evidence of unoriginal work will result in failing the assignment. All appropriate sources (primary and secondary) should be cited in footnotes. Typical university protocol on plagiarism, as stated on the UNT Academic Integrity website (http://facultysuccess.unt.edu/academic-integrity), will be enforced.

Course materials may not be distributed or posted online without the express written consent of the instructor. All students who wish to use recording devices must sign a statement agreeing not to post, distribute, or circulate any part of the lectures. A failure to do so constitutes a theft of intellectual property and may warrant dismissal from the course, an “F” grade, and appropriate UNT disciplinary action.

**Respect and Civility**

Students are expected to treat one another, the course, and professor with the respect of a workplace. On time arrival, staying on topic, and avoiding distracting behaviors helps to maintain a stable working environment for your classmates. Bullying or aggressive behavior will not be tolerated. Please silence all electronic devices and avoid non-academic discussions during class time. Students may not use cell phones in class.

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0
Tutoring and Study Sessions

For tips about strengthening your study skills, writing ability, and time management, or for coordinating study sessions and meeting tutors, please feel free to contact UNT’s learning center. https://learningcenter.unt.edu/

ADA/ODA Services

If you are receiving accommodations from the ODA please make an appointment to meet with me, preferably within the first two weeks of the semester, so that we can ensure that all accommodations can and will be met appropriately in the course.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact ODA by phone at (940) 565-4323.
## Course Schedule

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<td>16-Jan</td>
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<td>Heroic Failure: Introduction and Chapter 1</td>
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<td>18-Jan</td>
<td>Opium Wars</td>
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**Week 2** Arctic Heroes?

| 21-Jan | No Class | |
| 23-Jan | No Class | |
| 25-Jan | Sir John Franklin | Heroic Failure Chapter 2 | |

**Week 3** Wars at Sea

| 28-Jan | Crimean War | |
| 30-Jan | Crimean War Debate | Position Paper 1; Heroic Failure Chapter 3 and Nightingale Articles | Position Paper 1 |
| 1-Feb | Maori Wars | Maori War documents | |

**Week 4** India and "Martial Races"

| 4-Feb | | |
| 6-Feb | | |
| 8-Feb | | Anglo-Afghan War Documents |

**Week 5** Rebellion of 1857

| 11-Feb | | |
| 13-Feb | | |
| 15-Feb | 1857 Debate | Position Paper 2; 1857 Documents | Position Paper 2 |

**Week 6** Great Games?

| 18-Feb | | |
| 20-Feb | | Anglo-Afghan War Documents |
| 22-Feb | Review | Review | |

**Week 7** Masculinity, Femininity and the Scramble for Africa

<p>| 25-Feb | Midterm | Midterm Midterm | |
| 27-Feb | Heroic Failure Chapter 4 | |
| 1-Mar | Heroic Failure Chapter 5 | |</p>
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<td>Week 14</td>
<td>Wars of Empire? Race and Gender in the Modern World</td>
<td></td>
</tr>
<tr>
<td>29-Apr</td>
<td>Selections from Interview with Moazzam Beg (IWM)</td>
<td></td>
</tr>
<tr>
<td>May Day (May 1)</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
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<tr>
<td>8-May</td>
<td>Final Exam 10:30-12:30</td>
<td>Final Exam</td>
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