

HIST 5080: WAR AND EMPIRE

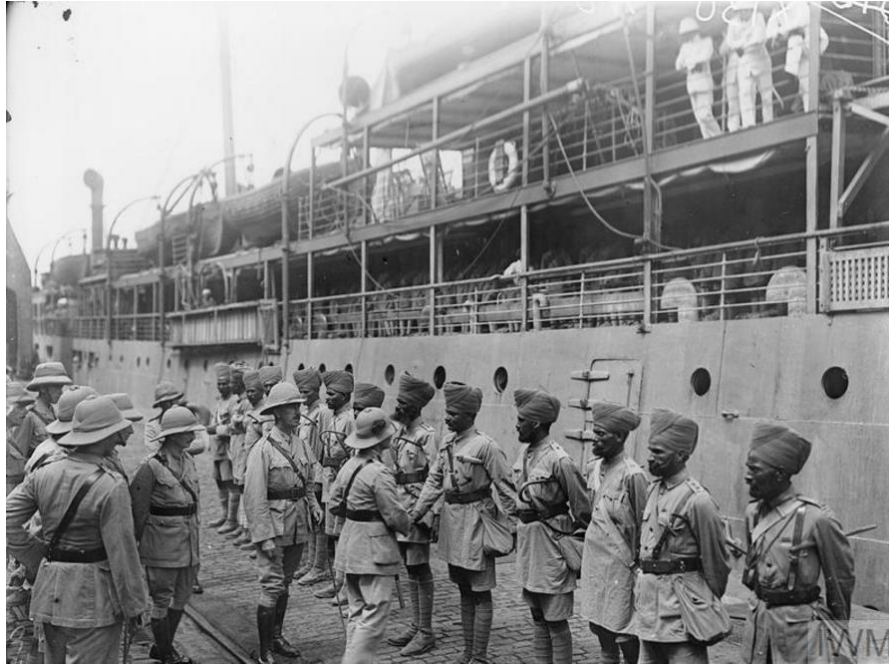


Image: Indian troops preparing to serve in the First World War. Courtesy Imperial War Museum

Course Time: W 2:00-4:50pm (Wooten 262)

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Virtual Office Hours W 12-1pm or by appointment: <https://unt.zoom.us/j/89244529892>

What is the relationship between war and empire? These are two of the most all-encompassing ways that states mobilize people, resources, and violence. As a result, wars and empires lead to the remaking of borders, the decimation of landscapes, defining people through loyalty or disloyalty, experimenting with or exploiting food, health, and medicine, and innovating cultural change. Various world empires imagined their imperial rule as superior to the cruelty and barbarity of other colonial powers. Yet most relied on the same tactics – including extreme violence against Indigenous peoples, coercing enslaved laborers to become soldiers, creating new labor forces through sexual exploitation, and coopting strong bodies while discarding the disabled. This crystalized ideas of citizenship around certain kinds of military labor while denigrating other contributions. Global wars and militaries made heroes of some and enemies, servants, or victims of “others” – all of which left tremendous consequences in the present. This course encourages you to think critically about the relationship between war and empire while building necessary skills for historical research, teaching, presentation, and writing.

Please regularly check Canvas and your UNT email for relevant communications.

Course Objectives

1. Engage with leading historiographical debates about war and empire
2. Gain experience participating in scholarly discussions
3. Learn to give constructive feedback
4. Learn to use online databases and archives that are useful for teaching and research
5. Write a research essay

Grade Distribution

Proposals with Annotated Bibliography: 50

Online Research Presentations: 100

Funding Application Exercise: 100

Rough Draft: 50

Reader's Report: 50

Roundtable Presentations: 100

Weekly Participation: 200

Final Papers: 350

Total: 1000

Points required for final grades:

A: 900 points

B: 800-899 points

C: 700-799 points

D: 600-699 points

F: 599 or below

Required Readings

No full books need to be purchased to complete this course. Readings listed on the syllabus will be posted on Canvas.

Recommended Books:

Tim Harper, *Underground Asia*

Heather Streets-Salter, *World War One in Southeast Asia*

Maia Ramnath, *Haj to Utopia*

Yasmin Khan, *India at War*

Takashi Fujitani, *Race for Empire*

TN Harper and C Bayly, *Forgotten Wars*

Simeon Man, *Soldiering through Empire*

Sandra C Taylor, *Vietnamese Women at War*

Seema Alavi, *The Sepoy and the Company*

Gauri Viswanathan, *Outside the Fold*

Nile Green, *Islam in the Indian Army*

Jesse Tumblyn, *Race and Imperial Defence in the British World 1870-1914*

Kate Imy, *Faithful Fighters*

Robert J.C. Young, *Postcolonialism*

Daniel P. Marston, *Phoenix from the Ashes: The Indian Army in the Burma Campaign*
Brian P. Farrell, *The Defence and Fall of Singapore, 1940-1942*
Peter Dennis and J. Grey, *Emergency and Confrontation*
Elisabeth Leake, *The Defiant Border*
Kwame Nkrumah, *Neo-colonialism: The Last Stage of Imperialism*
Stuart Schrader, *Badges without Borders*
Rumiko Nishino, Puja Kim, and Akane Onozawa, *Denying the Comfort Women*
Paul A. Kramer, *The Blood of Government*
Paul Horne, *Negro Comrades for the Crown*
William Roger Louis, *The British Empire in the Middle East, 1945-1951*
Michelle Moyd, *Violent Intermediaries*

Assignments

General Assignment Guidelines

All assignments, unless stated otherwise, are due as **electronic copies through Canvas**. Late papers can be submitted through Canvas. **There is a 24 hours grace period. An additional 5% will be deducted for each subsequent day of tardiness.** If your internet fails then bring a printed hard copy before the start of class and submit it to Canvas ASAP.

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. When in doubt: communicate.

Online Research Presentations (100 points): Locating and utilizing primary sources is key for graduate and professional teaching and research. As a result, this assignment asks you to practice using online resources in a responsible way. You should survey online archives relevant to your research, or consult the suggested archives and databases listed below. A good place to start is national archives or libraries with online collections relevant to your research area.

You should locate 3-5 sources from online archives and databases relating to your research topic. You should submit a one-page single-spaced (11-12 Times New Roman, 1-inch margin) essay analyzing the strengths and weaknesses of each database or resource and reflect on the successes and challenges of conducting online research. You should prepare a presentation (preferably Powerpoint, but handouts may also be used) of no more than 10 minutes detailing the research you found and how you hope to use it for your essay.

Some useful resources include:

- British and Irish Women's Letters and Diaries: <https://search-alexanderstreet-com.libproxy.library.unt.edu/bwl2>
- Empire Online: <http://libproxy.library.unt.edu:6240/>

- Qatar Digital Library (British Library): https://www.qdl.qa/en/search/site/?f%5B0%5D=document_source%3Aarchive_source
- The National Army Museum: <https://collection.nam.ac.uk/>
- Images, films, or oral history interviews from the Imperial War Museum: <http://www.iwm.org.uk/collections>
- Films from British Pathé: <https://www.britishpathe.com/>
- Archive Online: <https://archive.org/>
- Cornell Digital Library: <https://digital.library.cornell.edu/>
- The Hoover Institution Library and Archives: <https://digitalcollections.hoover.org/browse/formats/subclassifications/Poster>
- Library of Congress World War I Posters: <https://www.loc.gov/pictures/collection/wwipos/>
- Northwestern University's Digital Library World War II Poster Collection: <https://dc.library.northwestern.edu/collections/faf4f60e-78e0-4fbf-96ce-4ca8b4df597a>
- National First World War museum has a good collection, also. <https://www.theworldwar.org/explore/collections>
- The Vietnam Center & Sam Johnson Vietnam Archive: <https://www.vietnam.ttu.edu/>
- Central Intelligence Agency: <https://www.cia.gov/library>
- National Archives of Singapore: <https://www.nas.gov.sg/archivesonline/search>

Proposals with Annotated Bibliography (50 points): You should precede the annotated bibliography with a brief description of at least 500 words, explaining the research project that you hope to develop. Explain the topic you are choosing, what focus/theme/angle you hope to bring to this topic, how it connects to war and empire, and what type of primary sources you plan to use. It might be useful to approach this description as you would a conference “abstract” – outline what you hope to argue and the types of sources and approaches you will use to support the argument.

Along with your proposal you should prepare a bibliography with at least 5 secondary source titles relevant to your research. These should include only secondary sources. These should be accompanied by brief explanations of these works—how they relate to your project, what the central argument of the source is, what questions the author does or do not answer in the broader historiography, etc. Your description of each source should be approximately 200 words.

Funding Application Exercise (100 points): Part of doing research is justifying how and why this research is necessary, and getting sufficient funds to undertake it. You should prepare a draft narrative of a funding application related to this research. This might be an application for a Fulbright, ACLS, H.F. Guggenheim, or other relevant funding body. This exercise will help you streamline your arguments and prepare you to apply for research funding opportunities.

Your funding application exercise should include:

- 1) Title page listing the full application requirements and guidelines for the application you have chosen
- 2) A narrative statement conforming to the length requirement for your chosen application
 - a. If your application includes multiple statements instead of a single narrative, plan to include all shorter statements together. If the page count of all statements combined exceeds five single-spaced pages, contact me.
- 3) A bibliography conforming to the length required for your application

MA students may choose to write a teaching statement or job cover letter in lieu of a funding application. These should be approximately 2 pages single-spaced and include:

- 1) A clear statement about the purpose of writing (whether it is a teaching statement or cover letter)
- 2) How your academic training has prepared you for this position/to teach particular subjects
- 3) How your teaching or approach to the job will incorporate the lessons of the histories of war and empire.
- 4) A bibliography of relevant works that will inform your teaching or approach

Rough Draft (50 points): You need to complete a rough draft of at least 10 pages, double-spaced (11-12 point Times New Roman, 1-inch margins). These will be submitted on Canvas and shared with two other students.

Reader Report (50 points: 25 for each report): Each student will read two other students' rough drafts/outlines and write a reader's report for each of them. These should be short summaries – between a half and a full page single-spaced, indicating the strengths and areas of improvement for the application. Questions you might consider in your feedback:

- 1) Is the argument clear?
- 2) Has the author engaged with relevant secondary source literature?
- 3) Is the author making an original contribution?
- 4) Has the author taken into account approaches/scholarship discussed in class?
- 5) Do the primary sources support the argument?
- 6) What recommendations – perhaps additional historiography, research, or further thinking with topics/issues discussed in class – would you make to improve their papers?

Presentations (100 points): Presenting at conferences and receiving feedback is a major component of a developing a successful scholarly career. These skills also help you learn to stay focused, listen, and respond to questions, which are helpful for job market interviews.

Our class will give conference-style presentations of research essays lasting no more than 15 minutes each. These may include A/V material, handouts, or be a conference-style paper (read aloud). A fifteen minute presentation will be approximately 7 pages of typed, double-spaced text, so this is an opportunity to present the key findings of your seminar paper. We will structure the class as two panels and have time for discussion/Q&A.

These are invaluable opportunities to not only refine your arguments and receive feedback, but to put your work in conversation with other scholars. Such intellectual collaboration can be extremely rewarding for stretching your thinking and bringing new insights to your projects.

Final Research Papers (350): Final papers should be 15-25 pages, double-spaced, 12-point font, with one-inch margins. They are the capstone assignment that brings together all of the skills from class. Each paper may be a draft of a dissertation/thesis chapter or research article. It should include a minimum of five primary sources and ten secondary sources.

Personal identifying information (name/title) should be on a cover page. The cover page does not count toward the page total. Pages should be numbered. Footnotes or endnotes should be used for citations. A complete bibliography should be included at the end of the essay. The bibliography does not count toward your page total, but footnotes/endnotes do. Footnotes/endnotes should be single-spaced, 10-point font. You should follow the Chicago Manual of Style citation formatting.

Participation (200): This is a graduate course and regular attendance and participation are required. On-time arrival, participating in discussions, completing all in-class activities, giving thoughtful feedback to readings and other students' work will earn a high participation grade. Tardiness (other than those exempted for Disability Access reasons), failure to complete assignments, disrespect toward classmates, monopolizing discussions, or engaging in distracting behavior will hurt your overall participation grade.

Everyone gets *one* "free pass" for class attendance. It will not be necessary to contact me or make-up work for missing one day. For absences beyond that, students should be prepared to write a review of the works discussed for the day that they missed, or other suitable replacement for relevant activities.

Grading Rubric for Essays and Presentations

Highest achievement (A): 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 (B): 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 (C): 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 (D): 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 (F): 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).

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may

result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

In this course, all work must be original to each student and may not be completed in pairs or groups, unless otherwise specified. 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. Students and instructors should not be recorded without their consent. 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 Professional Conduct

Students are expected to treat one another, the course, and professor with the respect of a workplace. Staying on topic and remaining professional in your engagements with one another helps to maintain a stable working environment for your classmates. Bullying or aggressive behavior will not be tolerated. Please avoid non-academic tangents or reflections on non-assigned materials during discussions.

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 may be referred 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 Accommodation Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

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.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Course Schedule

	Reading/Activity	Assignment Due
Week 1		
19-Jan	Radhika Natarajan and John Munro, "Imperialism: A Syllabus"	Individual Pitches (participation)
Week 2		
26-Jan	Excerpts from Nivi Manchanda, <i>Imagining Afghanistan</i> ; Excerpts from Robert J.C. Young, <i>Postcolonialism</i> ; Excerpt from C.A. Bayly, <i>The Birth of the Modern World</i> ; Excerpt from Burbank and Cooper, <i>Empires in World History</i> ; Excerpts from forthcoming works in progress by leading historians of war	

Week 3		
2-Feb	Excerpt from Priya Satia, <i>Empire of Guns</i> ; Excerpt from Gerald Horne, <i>Negro Comrades of the Crown</i> ; Peter Linebaugh and Marcus Rediker, "The Many-Headed Hydra;" Excerpt from Carolyn Steedman, <i>Radican Soldiers' Tale</i> ; Excerpt from Paul Kramer, <i>The Blood of Government</i> ; Excerpt from Aiden Forth, <i>Barbed-Wire Imperialism</i>	
Week 4		
9-Feb	Online Research Presentations	Online Research Presentations
Week 5		
16-Feb	Excerpt from Guoqi Xu, <i>Asia in the Great War</i> ; Excerpt from Radhika Singha, <i>The Coolie's Great War</i> ; Excerpt from Robert Gerwarth and Erez Manela, <i>Empires at War</i> ; Priya Satia, "The Defense of Inhumanity: Air Control and the British Idea of Arabia;" Samraghni Bonnerjee, "This country is rotten!: Australian Nurses in India during the First World War and Their Encounters with Race and Nationhood;" Gajendra Singh, "Throwing Snowballs in France: Muslim sipahis of the Indian Army and Sheikh Ahmad's dream, 1915-1918"	
Week 6		
23-Feb	No class - Proposals	Proposals due
Week 7		
2-Mar	External funding activity	External funding assignment
Week 8		
9-Mar	No class - rough drafts due	Rough drafts due at 5:00pm
14-18 March		
Week 9		
23-Mar	No class - reader's reports	Reader reports due at 5:00pm
Week 10		
30-Mar		

Week 11		
6-Apr	Excerpt from Burbank and Cooper, <i>Empires in World History</i> ; Excerpt from Yasmin Khan, <i>India at War</i> ; Excerpt from Wendy Webster, <i>Mixing It</i> ; Excerpt from E.M. Collingham, <i>Taste of War</i> ; Excerpt from Sarah Kovner, <i>Prisoners of Empire</i>	
Week 12		
13-Apr	No class: work on drafts/seek consultation	Optional revised draft
Week 13		
20-Apr	Excerpt from Burbank and Cooper, <i>Empires in World History</i> ; Excerpt of Brian Drohan, <i>Brutality in the Age of Human Rights</i> ; Excerpt from Kwame Nkrumah, <i>Neocolonialism</i> ; Excerpt from Stuart Schrader, <i>Badges Without Borders</i> ; Excerpt from Elisabeth Leake, <i>The Defiant Border</i> ; Excerpt from Wen-Qing Ngoei, <i>Arc of Containment</i>	
Week 14		
27-Apr	No class: prepare presentations	
Week 15		
4th May	Presentations	Presentations
11-May	Papers due 5:00pm	Final Papers