October 14, 2004

Educational Policy Committee

Dear Colleagues:

The History Department is proposing three new graduate courses and two new undergraduate courses in British History and British Empire History. Over the last decade, all three of the new graduate courses have been taught either under the course number History 625 which students may take for up to six credits, or as a History 650 which students may take for up to nine credits. The Department wishes to have course descriptions that accurately correspond with specific course offerings and also make it possible for a student to enroll in all 3 courses. History 625 now focuses on 18th century Britain, History 626 focuses on 19th century Britain, and History 627 focuses on British Empire.

The Department also would like to acquire regular course numbers for a two-semester 500-level survey of the British Empire, aimed primarily at upper-level undergraduate majors. These courses will also be open to graduate students from other departments and colleges. The new courses have already been successfully taught under our general rubric of History 595. They expand our course offerings in British History and Empire History.

These 5 courses are already part of the teaching rotations of current faculty and would require no new resources.

Very truly yours,

[Signature]

Gretchen Starr-LeBeau
Director of Undergraduate

[Signature]

Eric Christianson
Director of Graduate Studies
UNIVERSITY OF KENTUCKY
APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences

Date June 22, 2004

Department/Division offering course: History

2. Proposed designation and Bulletin description of this course:

(a) Prefix and Number HIS 526
(b) Title* The British Empire, 1322-1879
(if applicable, subr. req.)

*NOTE: If the title is longer than 24 characters (including spaces), write
a sensible title (not exceeding 24 characters) for use in transcripts: British Emp. 1322-1879

(c) Lecture/Discussion hours per week 3
(d) Laboratory hours per week- None

(e) Studio/Discussion hours per week None
(f) Credits--3

(g) Course description:

This course covers the rise, fall, and rise of the British empire from its extension into Scotland and Ireland
till the beginning of the age of “New Imperialism,” explaining the means by which Britain came to dominate one-
third of the globe, and its impact on the many cultures, economics, and geopolitical entities of the third world. It
will further discuss how those cultures transformed Britain itself.

(h) Prerequisites (if any): None, but prior experience in History 105 strongly recommended

(i) May be repeated to a maximum of credits. (if applicable) No

4. To be cross-listed as: NOT TO BE CROSS-LISTED

5. Prefix & No. Signature, Chairman, cross-listing department

6. Effective Date: (semester and year) Fall/Spring 2005-2006

7. Course to be offered
(a) Fall
(b) Spring
(c) Summer

8. Will the course be offered each year?
(a) Yes
(b) No

(Explain if not annually):

Why is this course needed:
The British empire for several centuries came in contact with and absorbed within its own political-economic
system a growing share of the peoples of the earth. As an attempt to see the attempted extension of European
values and power, and the limits to which its will could be imposed on other cultures and times, the British Empire
deserved study. Indeed, it is hard understanding the world up to 1880 without looking beyond the Mediterranean
and the Caspian to India and South Africa, Borneo and the antipodes, China and the veded Berhoofthes. This
course is aimed to meet that need. In this respect, it also will contribute to one of the Department’s most pressing
requirements, a study of the world beyond Western Europe, the so-called third world, not only in its own terms,
but in terms of its interaction with the so called West. Undergraduates have little opportunity to look outside
Europe and America. This course offering will expand their options.

9. (a) By whom will the course be taught? Mark Summers, professor, or others in the Department with expertise,
such as Philip Harling.

(b) Are facilities for teaching the course now available?
If not, what plans have been made for providing them?

(a) Yes
(b) No
10. What enrollment may be reasonably anticipated? 25-50 students

11. Will this course serve students in the Department primarily? (a) Yes (b) No
   Will it be of service to a significant number of students outside the Department? (a) Yes (b) No
   If so, explain
   Will the course serve as a University Studies Program course? (a) Yes (b) No
   If yes, under what Area?

12. Check the category most applicable to this course:
   _____ X _____ traditional; offered in corresponding departments elsewhere;
   _____ relatively new, now being widely established
   _____ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? (a) Yes (b) No

14. Is this course part of a proposed new program? (a) Yes (b) No
   If yes, which?

15. Will adding this course change the degree requirements in one or more programs?* (a) Yes (b) No
   If yes, explain the change(s) below:

16. Attach a list of the major teaching objectives of the proposed course, outline and/or reference list to be used. -see attached

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?
   Name/e-mail: Mark W. Summers, Room 1729 POT Phone Extension: 7-3037

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR NEW COURSE

Signatures of Approval:

Department Chair

Dean of the College

Date

OCT 22 2004

Date

OCT 04 2004

Date of Notice to the Faculty

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

*If applicable, as provided by the Rules of the University Senate

Date

Date

Date

Date

Date

ACTION OTHER THAN APPROVAL:

Rev 8/02
**History 570: British Empire, 1322-1879**

**What this course is about**

Once upon a time, the sun never set on the British Empire. Those days are gone, but the children of the latest superpower owe much — and have plenty of cautionary tales to learn — from the superpower of a century ago. This course will fill that need. In the first half of a two-semester survey, it will examine the rise to greatness of that “precious stone set in a silver sea,” and the price in blood that it took to do it.

Covering, as it does, areas that today have become independent countries on every continent (except Antarctica), it will also serve as a cursory introduction to the history of much of the third world — India, South Africa, Sierra Leone, and Singapore — not to mention some parts of the first — Canada, Australia, and New Zealand, among others — neglected in courses about Western civilization. Necessarily, History 401 will cover the first British empire: Clive’s India, and the America of Captain John Smith, Edward Braddock, and Lord Baltimore. It will treat the interaction of cultures and civilizations and the economic implications of mercantilism, the imperialism of free trade, and the quaint, if savage, customs of barbarian tribes — such as the British soldiers at Culloden, Drogheda, and Lucknow. Needless to say, Ireland will be included (Scotland and Wales, too, but for reasons that will become clear, to a lesser extent) among the conquered provinces of empire.

Obviously, the issues that this course will cover go to the heart of recent scholarship’s concern with class, gender, and inclusion. How did the Empire grow? How far did the empire-builders impose their own culture on those they ruled, and how far were England’s children, sent abroad, able to keep intact the “cake of custom”? From where did the forces for expansion come — from the metropolis or the periphery, from the moneyed interests or the strategists, from the generals, the paper-shufflers, or the settlers? Or, indeed, did expansion’s success rest on a combination of local circumstances and collaborators that permitted British intrusion, and on the growing disparity between the technological means at the disposal of the conquerors and the conquered? How did the Empire shape the larger world in which we all live today?

Just because it asks worthwhile questions, though, is no reason why this course shouldn’t be a lot of fun.

**Undergraduate Requirements**

Students in this course are expected to do the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final examination</td>
<td>40%</td>
</tr>
<tr>
<td>A 5-to-10 page paper</td>
<td>20%</td>
</tr>
<tr>
<td>12 detective assignments</td>
<td>20%</td>
</tr>
</tbody>
</table>

The paper will be based on the readings in the course.

**Graduate Requirements**

Students in this course are expected to do the following:

**Graduate Requirements**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>30%</td>
</tr>
<tr>
<td>10 page paper</td>
<td>25%</td>
</tr>
<tr>
<td>10 page paper</td>
<td>25%</td>
</tr>
</tbody>
</table>
Graduate Requirements

Necessarily, students taking the course for graduate credit will be expected to do considerably more than undergraduates. In addition to the basic requirements of midterm and final examination, they must choose an area of expertise – a specific colony – and embark upon an extensive reading of the scholarly works relating to the British imperial experience there, for the parameters of this course. A twenty-page paper will be required at the semester’s end, evaluating the limits to which British imperial authority and social custom was able to redefine and shape their third-world subjects.

Readings


Niall Ferguson, Empire
Robert Hughes, The Fatal Shore
Raleigh Trevelyen, The Golden Oriole
Chinua Achebe, Things Fall Apart

Unforgivable Criminal Acts -- and Venial Ones

Incomplete: don't ask for one. Only under the extremest circumstances will you get it, such as your own death or nuclear war, each of which will take documentary proof.
Keeping up: Don't slack off on the reading. The book doesn't replace lectures, the lectures don't replace the book. Those who delay and cram a few nights before the exam usually rue the day.
Missed exams: you have to make it up before the others' exams are passed back. It is YOUR responsibility to contact me -- and at once, and with what I consider a legitimate excuse -- if you miss an exam. Assignments passed in late will NOT merit full credit.

These are minor matters. One thing isn't. CHEATING or PLAGIARISM IN ANY AND ALL FORMS: producing another person's work as your own without what I consider adequate acknowledgment. See also your information in "Student Rights & Responsibilities."

Anyone caught cheating FAILS THE COURSE (not just the piece of work cheated on) and will face possible suspension or EXPULSION from the university. I have done it before. I'd do it to my grandmother, if she tried it. I would certainly do it to YOU.

Queries

If you have questions, ask them; don't be afraid.
Redemption Option

If you make a botch of the midterm, don't panic! On Thursday in the last week of classes, at 3:30 in the afternoon, you'll have a second chance -- the Redemption Option. It is the equivalent of the botched exam; whatever grade you earn, for better or worse, wipes out the original.

Calendar of Lectures

Introduction: 1588: A War on Empire
Empire Begins at Home: The Conquest of Scotland and Wales
Beyond the Pale: Unsettling Ireland, 1500-1652
False starts on Empire, 1571-1603
Company Loves Misery: Virginia, Barbados, and the East India Co.

A New England in New England
The Making of Slavery
King Sugar
The Founding of a Mercantilist Order
Mercantilism Full Blown

Salutary Neglect? Governing the Colonies
Westminster in the Woods
For G-d and King George: Frontier Brushfires
The Great War for Empire, 1754-58
The French & Indian & English & American & East Indian War

Actors of Union: Ireland and Scotland, 1707-1780
Clive’s India
Hudson’s Bay Company: The Fur-Flung Empire
To the Antipodes: Van Diemen’s Land
Coming of Revolution, 1763-1774

The War England Lost, 1775-1783
Revitalization of Empire, 1783-1795
Napoleon’s British Empire
The Wooden Walls
Is Thy Union Here? The Irish Problem, 1798-1828

Free Men All: An End to Slavery

MIDTERM
Imperialism Goes to the Manchester School
The Great Famine: Ireland, 1845-51
Afghanistan: And Only I am to Tell it Thee
Peccavi: The Consolidation of India, 1795-1848

Gold Coast: The War on Slavery
Frontier History, South Afrikaan Style, 1801-52
Sepoy Uprising, 1857
An Informal Empire of Trade

Onward, Christian Soldiers
Training-Schools of Empire
The Thin Red Line
The Men Who Would be Kings: Bureaucracy of Empire
Aborigines and Maoris: Race and Empire Down Under

“Nigger-Smashing”: Abyssinian and Ashanti – Conquest and the Language of Race
Beaconsfieldism
The Washing of the Spears, 1876-79
Total Boerdom: Home Rule and the Making of Dominions Status, 1867-81
History 570: The British Empire, 1322-1879

Course Objectives

Upon completion of this course, a student should be able to:

Discuss intelligently the way in which the British empire came into being, and at what cost – and with what benefits – to other nations and cultures that had fallen under its sway.

Write clearly an argument as to the extent and limitations of technology, in the imposition of one nation’s will on others, up through the mid-Victorian era.

Distinguish between various cultures, their intentions and aspirations, in different parts of the third world, and how these affected the way in which empire came to operate

Make comparisons between the American colonial experience, and, with it, the prospects of a successful transition to independence, and the colonial experience of other countries brought under British hegemony

Apply the knowledge of cultural diversity and variety to the present day condition (political and social) of world affairs.

Regale other people with a heck of a lot of really good stories and surprising, if pertinent trivia, about worlds hitherto entirely unfamiliar to them.
INVESTIGATOR REPORT

INVESTIGATING BODY: Humanities

DATE FOR COUNCIL REVIEW: 12/14

COURSE MAJOR, DEGREE or PROGRAM: H1S 556

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
   - Course number changed to 556 to match earlier offering

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
   - This proposal reintroduces a pair of courses taught by the Hist. Dept. in the 1980s.

3. List contacts with program units on the proposal and the considerations discussed therein.

4. Additional information as needed.

5. A&S Humanities Area Coordinator Recommendation:
   - APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Educational Policy Committee Recommendation:
   - APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. Karen Petrone
   - A&S Educational Policy Committee Investigator, Karen Petrone
   - Date: 12/21/04

File: InvestigatorRpt