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,

Gretchen Starr-LeBeau  
Director of Undergraduate  

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

1. Submitted by College of Arts and Sciences
   Department/Division offering course: History

   Date June 22, 2004

2. Proposed designation and Bulletin description of this course:
   (a) Prefix and Number HIS 557
   (b) Title: The British Empire and Commonwealth, 1880-2000
       (if applicable, subtit. 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. 1880-2000

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

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

   (g) Course description:
       This course will trace the imperial theme, and the gradual decline and decomposition of Britain's empire
       from Victoria's day to the present; it will examine decolonization and the blending and clash of cultures,
       the effect of technology and western ideas on the subject peoples, and their impact on western civilization.

   (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

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

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

7. Will the course be offered each year? (a) Yes (b) No
   (Explain if not annually):

8. Why is this course needed:
   The British Empire for more than a century took in a very large fraction of the world's surface and its peoples. As
   an instrument of European cultural and political hegemony, it deserves study; but this course will also serve to fulfill a
   crying need in the History Department, and in the University, for courses covering the non-European, so-called third
   world, and for contributions of the study of civilizations other than our own. It is, in its own way, a beginning effort to give
   undergraduates a sense not just of Western History, but of world history, and of a variety of cultures, religions, and
   political systems far from their own.

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

   (b) Are facilities for teaching the course now available? If not, what plans have been made for providing them?
   (a) Yes (b) No

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ORIGINAL
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

ACTION OTHER THAN APPROVAL:

Rev 8/02
History 571: British Empire, 1880-2000

What this course is about

"The proudest nations kneel at her command,
She terrifies all foreign-born rapscallions,
And holds the peace of Europe in her hand
With half a score invincible battalions."

So sang Utopia's princess, in a Gilbert and Sullivan operetta. She meant it in praise of England, which had just improved paradise into something antipodeally English. It was satire, of course — but to contemporaries, the notion of Pax Britannica, and an Empire wont to conquer others was very serious business indeed. This half of the survey covers the Empire from its zenith until twilight, from the plains of the Sind to the Falkland Islands. It will cover — necessarily with brevity — a dozen countries in the present third world, and their history, as it intertwined with the world-beaters of Westminster. As before, the second part of the course will ask how far technology and western ideas were able to shape, and how far they were forced to adapt themselves, to cultures about which imperialists knew little and appreciated even less. It will consider the ways in which possession of a new world helped Britain to change the balance of the old, and the ways in which economics, religion and racial assumptions defined what may have been the largest empire in the history of the world, and, arguably, the least oppressive.

It will also provide a lot of very interesting stories.

Undergraduate Requirements

Students in this course are expected to do the following:

Midterm  20%  
Final examination  40%  
A 5-to-10 page paper  20%  
12 detective assignments  20%

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
Midterm  20%  
Final  40%  
24 page paper  40%

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 in the New Empire — and embark upon an extensive reading of the scholarly works relating to the British imperial experience there, for the parameters of the course. (Five titles at minimum; booklists will be provided on request). A ten-page paper will be required at the end of spring break, evaluating the limits to which British imperial authority and social custom was able to redefine and shape their third-world subjects up to 1939; a second ten-page paper due on the last school day in April will show how decolonization, its speed and the smoothness of the transition, was affected by the culture of the specific colony under study, and useful comparisons made with other colonies, to demonstrate the impact of geography and socio-economics on the fall of Empire.
show how decolonization, its speed and the smoothness of the transition, was affected by the culture of the specific colony under study, and useful comparisons made with other colonies, to demonstrate the impact of geography and socio-economics on the fall of Empire.

**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.

**Readings**

Niall Ferguson, *Empire*
Winston Churchill, *The River War*
A. E. Mason, *The Four Feathers*
Joseph Conrad, *Heart of Darkness*
William S. Gilbert, *Utopia, Limited* (on reserve)
Rudyard Kipling, *Kim*
Joyce Cary, *Mister Johnson*

**Calendar of Lectures**
Noonday Sun: The Empire, 1880
Land of Hype & Glory: The Imperial Idea
The Machinery of Control: Mr. Kipling’s Army
The Machinery of Control: Victoria’s Navy and an Empire of Bases
The Informal Empire of Capital

The Great Game: Afghanistan, 1876-85
Mr. Parnell’s Island: Land Leagues and Coercion
Home Rule, 1881-93
Prisoners of the Mahdi: Dying Egypt, Dying, 1879-1922
The Scramble for Africa: East, West Africa – and Sudan
Dr. Jameson’s War: Putschful Joe and the Rhodes Warriors

Omdurman, Fashoda, and the French Connection
Boer War, 1899-1902
The Aging Titan, 1901-14
Brown Man’s Burden: Race & Empire
Race: Flashpoints, 1897-1914

“We Have the Maxim Gun...”: Technology and Empire
Free Trade, Coolies, and Sheltered Markets
“Ulster Would Fight...”: Experiments in Ireland, 1906-14
Dread Naught? The Arms Race
The War to End All Empires, 1914-18
Thy Dread Empire, Chaos, is Restored: Dublin, Amritsar, Gallipoli

MIDTERM
Anglo-Arabia: The Last, Least Empire, 1919-39
Irish Sweeps, 1917-22
Captains and Kings Depart: Topmost Greatness, Hollow Core: 1918-22
Imperial Preference – and Deference: the Economics of Empire

A Retreating Faith: The Ideology of Empire, Revised
The Day-Lilies of Dominionization, 1926-1950
Superpower Britannia, 1919-29
The Imperial Roots of Appeasement

Their Finest Hour, 1939-45
Quit India: Delicate Subjects, 1941-46
The Clempire, 1945-51
Freedom at Midnight, 1947
The Collapse of British Power: Middle East, 1939-56

Demobilization: Malaya, Mau Maus
Winds of Change, 1957-65
White Tribes Dreaming: South Africa & Rhodesia, 1960-91
Scraps of Empire: Ulster, Anguilla, Aden, Falklands
Envoi: "Lest We Forget"
History 571: The British Empire and Commonwealth, 1880-2000

Course Objectives

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

Discuss intelligently the impact that the British empire, at its height, had on the rest of the world, both “civilized” and “savage,” and the ways in which those concepts themselves were used to define race and cultural supremacy to the European advantage -- and to discourse on how and why empire fell apart, and with what costs and benefits.

Write clearly an argument as to the extent and limitations of technology, the mass market, and mass culture, in the imposition of one nation’s will on others, from the 1880s until the dawn of a new millennium.

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 French, British, Russian, and German experiences of empire, and their interaction with various peoples of the world, and the comparative ease with which much of the world transformed into independent states in the post-colonial period.

Connect the world we live in with the past experiences and transformations that the British empire wrought.

Reveal, for good and ill, the first great attempt at “globalization”, which the British Empire, alone and in combination with its rivals, embarked upon and attempted to maintain – and the limits of its success in imposing a global order.

Apply the knowledge of cultural diversity and variety to the present day condition (political and social) of world affairs. (That is to say, does Empire have any lessons for us? And, as Niall Ferguson argues with such intensity, is Empire a Good Thing and a Necessary Thing, even today? What are the lessons for America in, for example, the Middle East?)

Shock and Awe other people with a heck of a lot of really good stories and surprising, if pertinent trivia, about worlds hitherto entirely unfamiliar to them.
ARTS AND SCIENCES EDUCATIONAL POLICY COMMITTEE

INVESTIGATOR REPORT

INVESTIGATING BODY: Humanities

COURSE MAJOR, DEGREE or PROGRAM: HIS 557

DATE FOR COUNCIL REVIEW: 10/27/04

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 557 to match earlier dept. 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 History 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:

   [Circle] APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Educational Policy Committee Recommendation:

   [Circle] APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. [Signature] Karen Petrone

   Date: 10/27/04

A&S Educational Policy Committee Investigator, Karen Petrone

File: InvestigatorRpt