This new course will survey the growth of the British Empire by focusing on three important British colonies that exemplify three different colonial paradigms: Ireland (settler colony), India (commercial), and South Africa (exploitation). While these three colonial paradigms overlap in many ways—most notably the commercial and exploitation paradigms, which may be viewed as points on the same continuum—their distinctions are significant to postcolonial critique and empire studies today. The course will be divided into three equal units, one focusing on each of the three colonies and paradigms. Our emphasis will be on novels, plays, and travel literature that demonstrate or critique colonialist and imperialist discourse, amplified by contextual historical pieces. This course is one of the core courses required for the new graduate certificate in empire studies; full requirements are included below.

Course Schedule

Introduction to Course

Jan 16
John Darwin, “Britain’s Empires”
Antoinette Burton, “Imperial Optics: Empire Histories, Interpretive Methods”
Robert Young, “Concepts in History: Colonialism, Imperialism”

Settlement: Ireland

Jan 16 (cont)
Kevin Kenny, “Ireland and the British Empire: An Introduction”
Edmund Spenser, *A View of the Present State of Ireland* (1598/1633) (excerpt)
Jonathan Swift, “A Letter to the Whole People of Ireland,” *Drapier’s Letters*, No. IV (1724) (excerpt)

Jan 23
Maria Edgeworth, *Castle Rackrent* (1800) (entire)
Vera Kreilkamp, “The Novel of the Big House”

Jan 30
Dion Boucicault, *Arrah-na-Pogue* (1864) and *The Shaughraun* (1874) (both entire)
Elizabeth Cullingford, “National Identities in Performance”
*Craft of Research* 1 and 2

Feb 6
George Moore, *A Drama in Muslin* (1886) (entire)
Adrian Frazier, “Irish Modernisms, 1880-1930”
**Commerce: India**

Feb 13  
James Peggs, *India’s Cries to British Humanity* (1832) (excerpts)  
Barbara and Thomas Metcalf, “The East India Company Raj, 1772-1850”  
Catherine Hall, “Of Gender and Empire: Reflections on the Nineteenth Century”

Feb 20  
Boucicault, *Jessie Brown; Or, the Relief at Lucknow* (1858) (entire)  
Katherine Harris, *A Lady’s Diary of the Siege at Lucknow* (1858) (excerpt)  
George Otto Trevelyan, *Cawnpore* (excerpt)  
Barbara and Thomas Metcalf, “Revolt, the Modern State, and Colonized Subjects, 1848-1885”

Feb 27  
Bankimchandra Chatterjee, *Rajmohan’s Wife* (1864) (entire)  
Priya Joshi, “By Way of Transition: Bankim’s Will, or Indigenizing the Novel in India”  
*Craft of Research* 3 and 4

Mar 6  
Khushwant Singh, *Train to Pakistan* (1956) (entire)  
Grace Aguiar, “Making Modernity: Inside the Technological Space of the Railway”  
**Due Date:** Meet with Lynn Voskuil by today to discuss your topic for the final paper and your selection of a critical article for the short paper

Mar 13  
Spring Break

**Exploitation: South Africa**

Mar 20  
James Bryce, * Impressions of South Africa* (1899) (excerpts)  
Cecil Rhodes, “The Native Question”  
Robert Ross, “Unification [of South Africa]”

Mar 27  
Frederick Selous, *Travel and Adventure in South-East Africa* (1893) (excerpts)  
Harriet Ritvo, “Destroyers and Preservers: Big Game in the Victorian Empire”  
**Due Date:** Short Paper due by midnight / submit via Turnitin link on Blackboard / no hard copy

Apr 3  
Rider Haggard, *King Solomon’s Mines* (1885) (entire)  
Bradley Deane, “Imperial Barbarians: Primitive Masculinity in Lost World Fiction”  
*Craft of Research* 5 and 6

Apr 10  
Olive Schreiner, *Story of an African Farm* (1883) (entire)  
Jed Esty, “The Colonial Bildungsroman”

**Paper Workshops**

Apr 17  
Workshop 1

Apr 24  
Workshop 2

May 3  
**Due Date:** Final paper due by midnight / submit via Turnitin link on Blackblard / no hard copy
List of Required Texts

Primary

Texts available through the UH bookstore are indicated with an asterisk (*). All other texts are linked to our Blackboard site in the Readings folder, under the appropriate due date. Many are excerpted; note assigned sections carefully as indicated on Blackboard.

- ______. *Jessie Brown; Or, the Relief at Lucknow* (1858). Archive.org.
- ______. *The Shaughraun* (1874). Proquest Database of English Drama

Secondary

All secondary texts are linked to our Blackboard site in the Readings folder, under the appropriate due date.

- ______. “Revolt, the Modern State, and Colonized Subjects, 1848-1885.” From *A Concise History of Modern India.* 92-122.
Course Requirements

Class Participation: 25 percent

Class participation means coming to class with the assignments completed, ready to participate in discussion. In addition, class participation involves three specific activities.

1) Class participation requires working together with other students in a “Case Study Group” to focus on one of the three colonial paradigms we will discuss this semester. Each group will be responsible to play a relatively large role in class discussion during the second, third, and fourth sessions we spend on its paradigm; I will be exclusively responsible for preparing the first session of each unit. In addition, each group will be responsible to write the lead blog post for three of those four weeks (see No. 2 below). Groups will be assigned by lot during our first class session. Each group is required to meet with me at least once before the second session of its unit so that we can formulate ideas and techniques for its role in discussion; they may meet with me more than once, but are not required to do so. I also recommend that group members meet with each other—either in person or online—to make sure that blogging and discussion responsibilities are appropriately divided and covered.

2) Class participation requires contributing to the class blog, which we will use to help us prepare our texts for class discussion. For our sessions on January 16, February 13, and March 20—the first week of each unit—I will provide a post for discussion based on our readings; I will do so by Monday at 5:00 pm each of those weeks. During those weeks, you are required to post a response to my comment, to raise your own question, or to respond to the post of another student who may have posted before you; you must do so by Wednesday morning at 10:00 am. Please post no fewer than 150 words and no more than 400 words. On the other three weeks of each unit, your Case Study Group will be responsible for the substantive lead comment. Case Study Group members will be required to post their comments by Monday at 5:00 pm each week they are responsible; everyone else will respond by Wednesday at 10:00 am, just as they do when I am the lead discussant.

3) Class participation requires leading the discussion of one paper for our Paper Workshop groups during the final two weeks of the course. We will discuss in greater detail what that involves as we approach the end of the course.

Paper Assignments / 25 and 50 percent, respectively, of your semester grade

Argument Analysis of a critical article / 1500-1800 words / due on March 27

Each person will be responsible for mastering a critical article of his or her own selection, one that you have identified as central to the research for your final paper. “Mastery” essentially means analyzing and evaluating its argument in a short paper. The readings from Craft of Research will give you some useful analytical language for this assignment; we will also draw on this language when we discuss the articles in class. If it helps, think of this assignment as a review of your article, a review that functions much like a book review in an academic journal or a publication like The New York Review of Books. Remember that a good review does not simply summarize or paraphrase the work in question; instead, it analyzes and evaluates the argument. I will look for analytical, evaluative language in your paper. Each person is required to meet with me individually by March 6. The purpose of this conference is to discuss the topic you want to pursue in your final paper and to confirm your selection of the critical article you want to analyze for the short paper. Clearly, you will need to do a bit of spade work before scheduling an appointment with me regarding these selections.
Seminar Paper / 4500-6000 words / final draft due on May 3

The most important assignment for this course is the final seminar paper; its length is approximately equivalent to an article you might publish in a scholarly journal. The text and topic are for you to determine, but you must discuss your ideas with me no later than March 6. Our readings from The Craft of Research should help you not only figure out your topic but also construct your argument. We will discuss drafts of your papers during the final several weeks of the semester; everyone will receive a thorough workshop discussion, which should help you with your final draft. We'll discuss the workshop format later in the semester, closer to the time your drafts are due.

Graduate Certificate in Empire Studies

This course is one of the core courses required for the graduate certificate in Empire Studies, which has just been passed by the English Department. We anticipate the certificate's final approval by the university later this year.

Certificate Requirements: 12 hours of coursework (four courses). At least six of these hours should be selected from the following courses: ENGL 7369 Introduction to Postcolonial Studies; ENGL 7396 The British Empire; ENGL 8386 Topics in Postcolonial Studies. The remaining six hours may be fulfilled by completing the remaining core course and/or by completing a course within the department or college that includes empire studies content and that fits the disciplinary goals of the certificate program. Note: the courses you use to fulfill the graduate certificate requirements may also be used to fulfill graduate program requirements; you do not need to take four courses beyond the courses required for your program in order to be certified in Empire Studies.