

atmosphere of mutual respect and commitment, and will be duly noted when assessing participation grades.

To prepare for discussion, you should engage in two layers of inquiry with the reading (or film viewing). The first is to understand what the texts are saying and doing. To that end, keep in mind the following questions about each source, making sure to mark where in the text you see each element at work:

I. For primary sources (texts produced during the period under investigation, i.e. pieces of the historical record):

- 1) What is the author's purpose/intent in creating that text?
- 2) Who or what is the subject of the piece? Whom does the author claim to represent or speak for?
- 3) Who was the intended audience? How does the author attempt to connect with that audience?
- 4) What kind of story is the author trying to tell, and how does he/she structure that narrative? What argument does the author seek to advance? Which passage best exemplifies the underlying point of the piece?
- 5) What rationale or evidence does the author employ to make his/her case? Which elements of the story are factual, and which are subject to interpretation?
- 6) What was the particular historical context in which the author was working?
- 7) What kind of background or bias does the author bring to the text?

II. For secondary sources (surveys and analyses of the past):

- 1) What question or problem is the writer (or filmmaker) posing?
- 2) What is the author's argument?
- 3) What other interpretation(s) does the author appear to be arguing against?
- 4) How does the author develop the argument throughout the piece? What are the sub-arguments that bolster the main argument? What kind of story is the author trying to tell?
- 5) How does the author use evidence to prove the argument? (Note: you need to read footnotes in order to answer this question!)

The second level of inquiry in preparing for discussion involves extrapolating larger sets of implications from the readings and grappling with their significance. Ask yourself how the texts for the day relate to one another and to the larger themes and other readings you have encountered in the course. Do they reinforce or complicate a particular angle of interpretation? What overlaps or discrepancies emerge when you hold up these texts next to each other? What kind of story do they tell about continuity and change over time?

I will usually circulate specific discussion questions in advance each day, which you should prepare in conjunction with the standard questions above. If you must miss class for illness or an off-campus activity, please email me your discussion questions.

****Always** be sure to bring your own annotated copy of the assigned reading to class!**

I do understand that speaking up in class can be difficult. As in honing any critical skill, contribution to group discussions requires preparation, practice, and feedback. I will post weekly averages of your point score to give you a sense of how your participation is developing. Please come see me if you would like to talk further about strategizing your participation.

In-class exam (March 17): 15%

This exam will test your grasp of the material we have covered in weeks 1 through 8 of the semester.

I ask that you refrain from using all electronic devices in class (including phones, laptops, and tablets) unless you have been given explicit permission to do so, e.g. for purposes of accommodation.

Walcumb = a long day. X has a good chance of winning the election. We will be back in Washington by the end of the month. Please let me know if you have any questions or concerns.

Grinnell College makes reasonable accommodations for students with documented disabilities. Students need to provide documentation to the Coordinator for Disability Resources, Autumn Wilke, located on the 3rd floor of the Rosenfield Center (x3702) and discuss your needs with her. Students should then speak with me as early as possible in the semester so that we can discuss ways to ensure your full participation in the course and coordinate your accommodations.

Grinnell College offers alternative options to complete academic work for students who observe religious holy days. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you.

The following texts are required and can be obtained at the college bookstore, through online sellers, or on reserve. They are listed here in the order in which you will need them.

Philippa Levine,	(Routledge, 2 nd ed)	
Walter Arnstein, ed.,		(D.
C. Heath & Co, 2 nd ed.)		
Stephen Hay, ed.,		(Columbia, 2 nd ed)
Kenneth O. Morgan,		(Oxford)
George Orwell,	(Harcourt)	
Ainslie R. Embree & Mark C. Carnes,		
(Pearson/Longman). Note: not available on reserve.		

Other readings will be available online or on Pweb (as noted below). These should be printed out and brought to class as hard copies. For assignments that include films, screening times will be announced in advance.

Week 1: The British world in transition

Mon, Jan 23: Uniting Britain, becoming British

Fri, Feb 10: Assessing the Victorian era

Week 4: From Company to Crown rule in India

Mon, Feb 13: Liberal dilemmas

Levine, chap 5

Documents on the campaign to abolish [Pweb](#)
Stephen Hay, ed., [Pweb](#), pp. 25-29

Wed, Feb 15: Reporting the 1857 rebellion in India

Documents from [Pweb](#)
[Pweb](#), pp. 177-186

Fri, Feb 17: Reporting the 1857 rebellion in Britain

British sermons [Pweb](#)

Documents from [Pweb](#)

Week 5: Imperial culture

Mon, Feb 20: The mechanics of imperialism

Levine, chaps 6-8

Recommended: [Pweb](#), chap. 12

Wed, Feb 22: Narratives of conquest

H. Rider Haggard, [Pweb](#) (entire) [Pweb](#) available on reserve or electronically through
Burling catalog and Empire Online

Friday, Feb 24: Gender and sexuality

Levine, chap 9

Anne McClintock, introduction to [Pweb](#) [Pweb](#)

Week 6: The Great War

Mon, Feb 27: Preludes to war

Selections from Vera Brittain, [Pweb](#)
Kenneth O. Morgan, [Pweb](#), chap 1

Wed, Mar 1: The war in the trenches and the home front

[Pweb](#), chap. 14

Vera Brittain & Roland Leighton letters [Pweb](#)

[Pweb](#) [Pweb](#)

Fri, Mar 3: The war in memory

Week 7: The Great Depression and the interwar empire

Mon, Mar 6: Social change and tension

Week 13: Postwar Britain

Mon, May 1: From austerity to affluence
Morgan, chap.