

**HIST 770 – Race and Gender in Colonial History
Fall 2016**

Time: TBA
CNH 613

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Office hours: TBA

Course Assignments

Participation	35%	
Essay Proposal/Outline and Bibliography	25%	Week of 17 October 2016
Final Essay (25 pages)	40%	Week of 19 December 2016

Participation

The course readings are intended to encourage discussion about the course themes. You are expected to attend each class and to have read and considered the required readings. As you read these works, think about the argument being advanced, the kinds of supporting evidence used, and the place of the work in the larger historiographic context. You are expected to contribute to class discussions about the readings. Your marks will be based on a combination of attendance and participation. If you miss a class without informing me in advance (and without providing a reasonable excuse), you will be penalized.

Essay Assignment

You can write either a research or an historiographical paper. Regardless, the topic must address one of the themes addressed in the course. You should meet with me early in the course to discuss your topic and get my approval. Although you may choose to address works included in the syllabus, I expect the essays to be based substantially on sources other than those on the reading list.

Proposal and Bibliography

Length: length 8-10 pages excluding bibliography.

Final Paper

Length: approximately 20 to 25 pages.

Evaluating Assignments:

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. Written work must follow scholarly writing conventions and must be properly referenced in accordance with standard humanities guides. You must use footnotes or endnotes; I prefer footnotes. Details can be found in the most recent version of *Chicago Style Guide*. Assignments must follow standard scholarly conventions in their presentation.

Submission and Late Policies:

Include your name and student number, the course name/number, and my name on the title page of your assignments. Submit the assignment at the start of class on the day it is due. Do not leave any written work under my office door and do not submit written work by email or fax as it will not be accepted. If you submit your assignments in the History department drop box, you do so at your own risk. You should keep a photocopy of all your written work; you must also keep your research notes and rough drafts for your essays as you may be required to hand them in. Failure to do so may result in a zero for the assignment.

Assignments not submitted in the class on the day they are due will be considered late and penalized at 5% a day. (Saturday and Sunday will count as one day).

Requests for Extensions to Deadlines:

Extensions or other accommodations will be determined by the instructor and will only be considered if supported by appropriate documentation. There are NO automatic extensions or accommodations.

Support Services

The University provides a variety of support services to help students manage their many demands. Reference librarians can provide invaluable research assistance. The Student Wellness centre wellness.mcmaster.ca and Student Accessibility Services sas.mcmaster.ca can assist with health, counseling, learning, and accessibility issues.

Academic Integrity

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, located at:

<http://www.mcmaster.ca/academicintegrity>

http://www.mcmaster.ca/senate/academic/ac_integrity.pdf

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. Failure to adequately acknowledge the sources used in essays is plagiarism
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Course Modifications

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the

opportunity to comment on changes. It is the responsibility of the student to check his or her McMaster email and course websites weekly during the term and to note any changes.

Email Policy

It is the policy of the McMaster History Department that all email communication between students and instructors (including TAs) must originate from the student's own **McMaster University email account**. This policy protects confidentiality and confirms the identities of both the student and instructor. History department instructors will delete emails that do not originate from a McMaster email account.

Weekly Topics/Readings

Week 1: Introduction to course

Weeks 2 and 3: Imperialism in the Caribbean

Brian Moore and Michele Johnson, *Neither Led nor Driven: Contesting British Culture Imperialism in Jamaica, 1865-1920*

Week 4: Oral Sources and Narrating Freedom (1)

Erna Brodber, *The Second Generation of Freeman in Jamaica, 1907-1944*

Week 5: Oral Sources and Narrating Freedom (2)

Jean Besson, *Martha Brae's Two Histories*

Week 6: Families and Freedom

Edith Clarke *My Mother Who Fathered Me: A Study of the Families in Three Selected Communities of Jamaica*

Week 7: The Politics of Reproduction in the British Caribbean

Juanita De Barros, *Reproducing the British Caribbean*

Week 8: The Politics of Reproduction in the Hispanic Caribbean

Laura Briggs, *Reproducing Empire. Race, Sex, Science, and U.S. Imperialism in Puerto Rico*

Week 9: The Politics of Reproduction and the Imperial Context

Susanne Klausen, *Abortion under Apartheid: Nationalism, Sexuality and Women's Reproductive Rights in South Africa*

Week 10: Empire and the Family

Campbell, Chloe. 2002. "Juvenile Delinquency in Colonial Kenya, 1900–1939." *The Historical Journal* 45 (1): 129–151.

Chamberlain, Mary. 2002. "Small Worlds: Childhood and Empire." *Journal of Family History* 27 (2): 186–200.

Koonar, Catherine. 2014. "Using Child Labor to Save Souls: The Basel Mission in Colonial Ghana, 1855–1900." *Atlantic Studies* 11 (4): 536–54.

Marshall, Dominique. 2004. "Children's Rights in Imperial Political Cultures: Missionary and Humanitarian Contributions to the Conference on the African Child of 1931." *International Journal of Children's Rights* 12 (3): 273–318.

Pascoe, Carla. 2010. "The History of Children in Australia: An Interdisciplinary Historiography." *History Compass* 8 (10): 1142–64.

Putnam, Lara. 2014. "Global Child-saving, Transatlantic Maternalism, and the Pathologization of Caribbean Childhood, 1930s-1940s." *Atlantic Studies* 11 (4): 491-514.

Week 11: Family and Diaspora

Mary Chamberlain, *Migration and the Anglo-Caribbean Experience: Family Love in the Diaspora*

Week 12: TBA