

HH2021: Race, Gender, Class and Colonial Power

Sem 2, AY2025-2026

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Pre-requisites

HH1001 What is History

Course Aims

In HH2021, you will examine various dimensions of colonial power by exploring the history of the British Empire. Colonial rule had important impacts upon colonised societies; thus, understanding colonialism is important to understanding our contemporary post-colonial moment. This course will equip you with the skills you need to critically examine colonialism through analytical frameworks of race, gender and class. You will be introduced to recent shifts in the historiography of colonialism and will appraise a variety of approaches to the subject. *Race, Gender, Class and Colonial Power* will also deepen your skills in interpreting and analysing visual and written primary source materials.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you would be able to:

ILO 1	Investigate and explain the role of a range of historical processes in the formation of empires.
ILO 2	Compare and contrast major theories and methodologies in the history of colonialism, in particular the frameworks of race, gender and class.
ILO 3	Analyse and interpret a range of primary sources.
ILO 4	Formulate and articulate novel historical arguments that effectively deploy primary and secondary source evidence.

Course Content

Planned Weekly Schedule

NOTE: This is a **provisional list** of readings. Readings may be changed to suit students' needs and interests throughout the semester. The confirmed course readings will be uploaded on Blackboard 2 weeks prior to class.

In most weeks, the compulsory readings for the tutorial consist of: (a) a secondary source and (b) a primary source or short collection of brief primary sources, sometimes with short contextual readings. There is also an optional further reading, which usually corresponds to a case study discussed in the lecture.

<i>Week</i>	<i>Topic</i>	<i>Description and readings</i>
Part 1: Historiography		
1	Introduction	The lecture for this week is a general introduction to the course themes. No tutorials.
2	Understanding Colonial Power	<p>We will examine different approaches to the study of imperialism and the frameworks of race, gender and class.</p> <p><i>Compulsory reading for tutorial:</i></p> <p>Stoler, Ann Laura, and Frederick Cooper. 'Between Metropole and Colony: Rethinking a Research Agenda.' In <i>Tensions of Empire: Colonial Cultures in a Bourgeois World</i>, ed. Ann Laura Stoler and Frederick Cooper, 1-56. Berkeley: University of California Press, 1997.</p>
Part 2: Knowing and Governing		
3	Concepts of Race and Gender in the Americas, c. 1600s and 1700s	<p>We will begin by posing some larger questions about colonial knowledge and its relationship to governance, which we will explore in the next 3 weeks. In the lecture, we will discuss changing concepts of race in early colonial north America. In the tutorial, we will consider the intersections of racial concepts with gender and sexuality in the 18th century Caribbean.</p> <p><i>Compulsory readings for tutorial:</i></p> <p>Newman, Brooke N. 'Gender, Sexuality and the Formation of Racial Identities in the Eighteenth-Century Anglo-Caribbean World.' <i>Gender & History</i> 22, no. 3 (2010): 585-602.</p> <p>TBD</p> <p><i>Optional reading discussed in the lecture:</i></p> <p>Shoemaker, Nancy. "How Indians Got to Be Red." <i>The American Historical Review</i> 102, no. 3 (1997): 625-644.</p>

4	Knowing India: The East India Company, c. 1600s and 1700s	<p>This week we will explore the relationship between East India Company governance in 17th and 18th century India and the production of colonial knowledge.</p> <p><i>Compulsory readings for tutorial:</i></p> <p>Ogborn, Miles. <i>Global Lives: Britain and the World, 1550-1800</i> (Cambridge: Cambridge University Press, 2008), 78-111.</p> <p>Package of primary sources on Indian reactions to growing East India Company power from Rachel Fell McDermott et al. (ed.), <i>Sources of Indian Traditions: Modern India, Pakistan, and Bangladesh</i>, chapter 1.</p>
5	Knowing and Governing in the Nineteenth Century	<p>In the lecture, we will discuss changing 19th century concepts of race and the emergence of scientific racism. We will also explore the ways gender, sexuality, class and caste were intertwined in forms of social scientific thought in 19th century India. In the tutorial, we will explore the complex intersections of race, gender, sexuality and class in mid-19th century British Columbia.</p> <p><i>Compulsory readings for tutorial:</i></p> <p>Perry, Adele. "The State of Empire: Reproducing Colonialism in British Columbia, 1849-1871." <i>Journal of Colonialism and Colonial History</i> 2, no. 2 (2001).</p> <p>Edmund Hope Verney, letter, 20 July 1862, in Allan Pritchard (ed.), <i>The Vancouver Island Letters of Edmund Hope Verney: 1862-65</i> (Vancouver: UBC Press, 1996), 74-77.</p> <p><i>Optional reading discussed in the lecture:</i></p> <p>Mitra, Durba. <i>Indian sex life: Sexuality and the Colonial Origins of Modern Social Thought</i>. Princeton University Press, 2020.</p>
6	<p>NO CLASS - Chinese New Year holiday</p> <p>Essay proposal presentations on Thursday 19 and Friday 20 February</p>	
<p>Part 3: Networks and Mobilities</p>		
7	Work, Migration and Empire	<p>This class will examine the movement of people within the British Empire, in particular the migrations and experiences of slaves, indentured labourers and convicts.</p> <p><i>Compulsory readings for tutorial:</i></p>

		<p>Turner, Sasha. 'Home-Grown Slaves: Women, Reproduction, and the Abolition of the Slave Trade, Jamaica 1788-1807.' <i>Journal of Women's History</i> 23, no. 3 (2011): 39-62.</p> <p>Prince, Mary. <i>The History of Mary Prince, a West Indian Slave: Related by Herself</i>. London: F. Westley and A. H. Davis, 1831. (excerpts)</p> <p><i>Optional reading discussed in the lecture:</i></p> <p>Anderson, Clare. 'Sepoys, Servants and Settlers: Convict Transportation in the Indian Ocean, 1787-1945.' <i>Cultures of Confinement: The Prison in Global Perspective</i>, ed. Frank Dikotter and Ian Brown, 185-220. Christopher Hurst, 2007.</p>
8	Imperialism and the British Metropole	<p>We will analyse the impacts of imperialism on British society, culture and politics.</p> <p><i>Compulsory readings for tutorial:</i></p> <p>Datta, Arunima. <i>Waiting on Empire: A History of Indian Travelling Ayahs in Britain</i>. Oxford University Press, 2023.</p> <p>'The Great Exhibition.' <i>The Times</i>, 17 May 1851, 8.</p> <p><i>Further reading:</i></p> <p>Joanna de Groot, 'Metropolitan Desires and Colonial Connections: On Consumption and Empire,' in <i>At Home with the Empire: Metropolitan Culture and the Imperial World</i>, ed. Catherine Hall and Sonya O. Rose, 166-190 (Cambridge: Cambridge University Press, 2006).</p> <p>Fisher, Michael. 'Asians in Britain: Negotiations of Identity Through Self-Representation.' In <i>A New Imperial History: Culture, Identity and Modernity in Britain and the Empire, 1640-1840</i>, ed. Kathleen Wilson, 91-112. Cambridge: Cambridge University Press, 2004.</p>
Part 4: Bodies		
9	Colonial Violence	<p>This class examines various types of colonial violence, from 'spectacles' of violence in the suppression of anti-imperial revolts to more everyday forms of violence.</p> <p><i>Compulsory readings for tutorial:</i></p> <p>Kolsky, Elizabeth. <i>Colonial Justice in British India</i>. Cambridge: Cambridge University Press, 2010, chapter 1.</p>

		<p>'White Woman of Gippsland' primary source package.</p> <p><i>Optional reading discussed in the lecture:</i></p> <p>Edmonds, Penelope. 'The Intimate, Urbanising Frontier: Native Camps and Settler Colonialism's Violent Array of Spaces around Early Melbourne.' In <i>Making Settler Colonial Space: Perspectives on Race, Place and Identity</i>, ed. Tracey Banivanua Mar and Penelope Edmonds, 129-154. New York: Palgrave Macmillan, 2010.</p>
10	Embodied Experiences of Colonialism	<p>We will consider how experiences of colonialism were embodied, and how various knowledges of the body circulated within the British Empire. In particular, will explore histories of disability, and how disability intersected with gender, age and race in imperial contexts.</p> <p><i>Compulsory readings for tutorial:</i></p> <p>Cleall, Esme. <i>Colonising disability: Impairment and otherness across Britain and its empire, c. 1800–1914</i>. Cambridge University Press, 2022.</p> <p>Primary source package TBD</p> <p><i>Optional reading discussed in the lecture:</i></p> <p>Ellis, Clyde. "'There is no Doubt ... the Dances Should be Curtailed": Indian Dances and Federal Policy on the Southern Plains, 1880-1930.' <i>Pacific Historical Review</i> 70, no. 4 (2001): 543-69.</p>
Part 5: Nationalisms		
11	Anti-Imperialist Nationalism	<p>We will look at the way race, class and gender shaped anti-imperialist nationalist movements.</p> <p><i>Compulsory readings for tutorial:</i></p> <p>Tambe, Ashwini. 'Gandhi's "Fallen Sisters": Difference and the National Body Politic.' <i>Social Scientist</i> 37, no. 1/2 (2009): 21-38.</p> <p>Ambedkar, B.R. 'What Congress and Gandhi Have Done to the Untouchables' (1945), http://www.ambedkar.org/ambcd/41L.What%20Congress%20and%20Gandhi%20CHAPTER%20XI.htm.</p> <p><i>Further reading:</i></p>

		<p>White, Luise. 'Separating the Men from the Boys: Constructions of Gender, Sexuality, and Terrorism in Central Kenya, 1939-1959.' <i>The International Journal of African Historical Studies</i> 23, no. 1 (1990): 1-25.</p> <p>Branch, Daniel. 'The Enemy Within: Loyalists and the War Against Mau Mau in Kenya.' <i>The Journal of African History</i> 48, no. 2 (2007): 291-315.</p>
12	Settler Colonialism and Nationalism	<p>This class examines national identities that emerged in settler colonies, focusing on the late 19th and early 20th centuries.</p> <p><i>Compulsory readings for tutorial:</i></p> <p>Bashford, Alison. <i>Imperial Hygiene: A Critical History of Colonialism, Nationalism and Public Health</i>. New York: Palgrave MacMillan, 2004, chapter 6.</p> <p>Visual primary sources in week 12 tutorial slides.</p> <p><i>Further reading:</i></p> <p>Maclean, Kama. <i>British India, White Australia: Overseas Indians, Intercolonial Relations and the Empire</i> (Sydney: NewSouth Publishing, 2020).</p>
13	NO CLASS – Study week	

Assessment

No.	Component	Weightage	Due date
1	Participation	10%	Ongoing
2	Essay proposal presentation	10%	Thursday 21/02/26 OR Friday 20/02/26 (week 6)
3	Essay	30%	Friday 03/04/26 11:59pm (week 11)
4	Final exam	50%	TBD

1. Participation 10%

In-class discussion will be an important means by which you will learn from your peers and build important skills, including: constructing convincing arguments; analysing primary and secondary sources; and verbal communication. As such, your contribution to discussion in class will be assessed. It is not enough to merely turn up to class; rather, you will be assessed on the extent to which you participate in and contribute to the class discussion.

2. Proposal presentation 10%

Thursday 21/02/26 OR Friday 20/02/26 (week 6)

The essay proposal presentation is a chance to get feedback on your preliminary research and analysis. Please thoroughly read the essay description below before preparing your proposal.

You will book a time slot for your presentation—please be on time! Presentations will only be rescheduled with MC or for serious and unavoidable circumstances.

You will prepare a MAX of 3 slides for your presentation and upload them to Turnitin.

Presentation session format: A) You will give a 5-minute presentation to your instructor. B) This will be followed by a Q&A where your instructor will ask you questions about your project. C) Your instructor will give you feedback on your project (please take good notes). The total time for the session is 15 minutes.

Your essay proposal presentation should address:

- 1) Your essay question and why you have chosen it (i.e. the 'so what?' question).
- 2) The geographical and temporal scope of the essay (i.e. the place and period), and any other important elements of the essay's scope.
- 3) Your preliminary argument, that is the conclusions that you have drawn from your research thus far.
- 4) The type of primary sources that you have found so far, including the strengths and challenges of using these types of primary sources.

3. Essay 30%

Friday 03/04/26 11:59pm (week 11)

You will develop an essay question related to the racial, class and/or gender structures of British imperialism. Your essay should address the intersections between AT LEAST TWO of the following forms of social difference in a specific context of British imperialism: 1) race; 2) class; and 3) gender. Depending on the context, it may also be relevant/important to analyse another form of social difference such as caste, religion, age, or disability—and you may do so. For the sake of coherence, I suggest focusing on three main forms of social difference.

You are required to develop a specific essay question, which should be stated in the heading of the essay. History essays often have 'why,' 'how,' or 'to what extent' questions.

In addition to secondary source research, your essay should draw on the analysis of primary sources as examples to demonstrate your argument. Your essay should analyse *at least* one

written primary source *and* one visual primary source (although good essays will analyse additional relevant primary sources).

4. Exam 50%

The exam will assess: a) your primary source analysis skills; b) your understanding of the major themes of the course; c) your ability to critically analyse connections between different case studies and to compare and contrast various approaches to the history of colonialism; d) the major arguments of the assigned readings.

Formative Feedback

Students can contact their instructor for feedback on participation. Oral feedback will be given on the proposal presentation. Written feedback will be given on the essay. No feedback will be given on the exam, but students can contact their instructor for an explanation of their grade.

Course Policies

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information.

On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning.

Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Extension policy

Unfortunately, I cannot give extensions due to assignment deadlines in other courses, unless there is some other factor you are experiencing. This is because all students have other deadlines to deal with,

and it's unfair to grant extensions to some students due to their other deadlines, and not to other students. Thanks for your understanding on this.

I consider extension requests from students are experiencing **physical illness (with MC) or mental illness that is significant/worsening/unmanageable**. I can also grant extensions if there is an **unexpected and serious extenuating circumstance** that prevents you from submitting the assignment by the deadline.

Some unexpected and serious circumstances (outside illness) might include:

- Bereavement
- A serious accident, injury or sudden/worsening illness (physical or mental) involving close family or friends
- An unexpected and serious personal financial crisis or accommodation crisis
- Unexpected (additional or new) caring responsibilities that are time-consuming and highly disruptive to university work
- Unplanned or unexpected circumstances during pregnancy (of self or partner)
- A home environment that has suddenly become highly disruptive to university work

Where possible, please **email me** with extension requests **prior to the due date**.

Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you are unable to attend class due to illness and have a Medical Certificate or valid reason, you may make up for missed attendance by completing a **400-500 word discussion** of the compulsory readings.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.