University of Edinburgh
School of Social & Political Science
Politics and International Relations

SEMINAR: "THE POLITICS OF THE END OF EMPIRE"
SEMESTER ONE 2018/19 PLIT10117

Edinburgh graduate, and future Tanzanian President, Julius Nyerere holding a sign
demanding complete independence from the British Empire in 1961
(published under Open Government License from the British National Archives)

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Key Information

Course Organiser	Dr H. Kumarasingham **Email:** harshan.kumarasingham@ed.ac.uk **Room:** 3.04, Chrystal Macmillan Building **Guidance & Feedback Hours:** Wednesdays, 14:00-16:00
Location &Time	Semester 1 Wednesdays, 09:10-11:00 Room 2.11, Appleton Tower [NOTE: The Keith Lecture in Commonwealth Constitutionalism on Monday 5 November, 1700-1830 in the Playfair Library, Old College will substitute for the seminar in Week 8]
Course Secretary	Alex Dysart **Email:** alex.dysart@ed.ac.uk **Room:** Undergraduate Teaching Office, CMB
Assessment Deadlines	• Research Paper: 18 October 2018, 12 noon • Essay: 6 December 2018, 12 noon

Aims and Objectives
The end of the British Empire's was one of the most dramatic and climactic processes in world politics. The dissolution of the European Empires witnessed the greatest creation of independent states ever. World politics was unquestionably challenged and shaped by this political experience. For Britain, this meant firstly trying at different times to restrict, speed-up, but always manage the end of empire and then adjusting from being an imperial power. For the newly independent states the colonial period weighed heavily on their existence and empire's irrevocable legacy proved inescapable to their politics. In addition to the High Politics involved the end of empire also influenced and often framed social, diplomatic, economic and cultural politics.

This seminar has two objectives:
- Firstly for students to understand the political implications and contemporary history of the end of empire for post-war Britain;
- Secondly by using examples from across the world to understand how the decolonization of the British and European Empires affected the post-colonial world.

Contents

Learning Outcomes

- Students will:

- Show a critical understanding of key debates about imperialism, decolonization and post-colonialism;
- Identify and critically evaluate lessons of European colonialism and its impact on national and global politics;
- Apply theoretical historical and political concepts to real-world issues;
- Develop research and analytical skills that facilitate independent learning;
- Have acquired skills in writing scholarly essays and papers in political science with attention to historical and contemporary issues;
- Improve their communication, group work and project management skills.

Teaching Methods

This course adopts a seminar format. There are no lectures. The class meets on Wednesdays, 09:10-11:00, in room 2.11 in Appleton Tower. [NOTE: The Keith Lecture in Commonwealth Constitutionalism on Monday 5 November, 1700-1830 in the Playfair Library, Old College will substitute for the seminar in Week 8]

Seminars will take the format of an extended scholarly discussion. Selected students will each present an informal paper on the topic for the day. These presentations will set the agenda for our discussion. From week 3 onwards, each student will prepare a research brief and present their findings, which will lead to a group discussion. These presentations are critical to the seminar and students should present with the objective to disseminate key information that leads to scholarly exchanges afterwards on the subject involving the class.

Please note that the success of this course depends on how much and how well students read the material. The required readings must be considered an absolute *minimum* in terms of preparation. What we must avoid at all costs is an unstructured discussion of the issues without evidence: we aim for a scholarly debate that allows consideration of competing perspectives.

Assessment

Students will be assessed by:

Assessment	Word count limit **Do not exceed the word limit or penalties will be applied**	Weighting	Submission date	Return of feedback
Seminar Presentation	NA	10%	To be assigned at first seminar	Within one week of seminar
Research Paper	1500 (**excluding** footnotes; excluding bibliography)	30%	18 October 2018, 12 noon	8 November 2018
Essay	3000 (**excluding** footnotes; excluding bibliography)	60%	6 December 2018, 12 noon	9 January 2019

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find **here**.

Seminar Presentation

Each student will give one presentation to the class over the course of the semester. Three or four students will be assigned a seminar at which to present. This presentation schedule will be decided upon in the first lecture. Students must consult Dr Kumarasingham for approval at least one week in advance to agree on their specific presentation topic and question.

There will be three elements to the seminar presentations:

- The presenter should prepare a 10-15-minute presentation that directly addresses his or her chosen question. You must provide a brief handout (which can be in electronic form) as guidance for the audience.
- At the end of the presentation, the presenter will be asked to answer questions from the rest of the class, based on his or her presentation.
- The presenter should then present a set of questions and discussion points to help foster discussion and debate in the seminar.

After each presentation, the course convener will give a mark to each individual presenter based on how far the presentation fulfils the following requirements: (i) to address the assigned research question in a clear, concise and engaging presentation; (ii) to respond well to the questions posed by the rest of the class; and (iii) to foster a vibrant and relevant discussion on this theme. Dr Kumarasingham will prepare a feedback sheet for each presenter with a mark. A sample of this feedback

sheet can be found below.

Sample Presentation Feedback Sheet

Some factors informing assessment:	*First*	*2:1*	*2:2*	*3*	*Fail*
Presentation addresses the question set, and with sufficient focus?					
Presentation engages critically with the literature and shows grasp of relevant concepts and knowledge?					
Presentation follows a logical and effective pattern of argument?					
Presentation supports arguments with examples that are drawn from the relevant literature					
Quality of the presentation (clarity, use of visual images)					
Capacity to respond appropriately to questions from the class					
Discussion questions that follow from the presentation are clearly linked to the set question					
Presenter makes sufficient effort to engage his/her audience during the discussion					

Research Paper

The Research Paper is an opportunity to use the material broadly covered in the course about the end of empire and apply it to a political issue or subject you are most interested in writing about . Your essay should be 1500 words long and the deadline is 18 October 2018 at 12 noon. **Please note that your Research Paper answer should not be on the exactly the same topic as your seminar presentation.**

Question: How has imperialism or colonialism affected contemporary World Politics? Illustrate your answer with at least one contemporary issue and at least one case study.

Essay

The course essay is your opportunity to write an extended scholarly analysis of a topic from the seminars. Your essay should be 3000 words long and the deadline is 6 December 2018 at 12 noon.

Students should choose <u>one</u> of the questions below. **Please note that you may not answer an essay question on exactly the same topic as your research paper or seminar presentation.**

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1. How have the Conservative and Labour Parties differed in their approach towards decolonisation since 1945?

2. How did the Partition of India affect modern Britain?

3. Is there still a "British World"?

4. How has one or more British institutions been affected by Empire and Commonwealth?

5. How has British policy towards the Commonwealth changed since 1945?

6. Using at least one case study describe the politics of a freedom movement and the impact of British rule for its post-independence life.

The course essay will be assessed according to the following criteria:

- Development and coherence of arguments.
- Use of supporting evidence, including primary and secondary sources concerning Decolonisation, legacies of empire and imperial and Commonwealth Politics and History.
- Demonstration of an advanced and critical understanding of relevant key debates and issues examined on the course.
- Degree of reflexivity and critical thinking in relation to arguments and evidence.
- Formal presentation of essay: correct referencing and quoting; spelling, grammar and style; layout and visual presentation.

Please refer to the assessment and submission procedure information on our webpages which you will in appendix 2.

Attendance
Attendance and participation in the seminars and discussion are essential for developing an understanding of the topics.

Communications and Feedback

You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use 'private' email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day

Readings and Resource List

This course uses an electronic reading list. Please search for 'The Politics of the End of Empire' here: resourcelists.ed.ac.uk

Course Outline

Week	Date	Seminar
1	19/09	**Seminar 1:** Introduction – The Study and Importance of the End of Empire and World Politics
2	26/09	**Seminar 2:** The 1945 Labour Government, End of the Indian Empire and Post-war Realities
3	03/10	**Seminar 3:** The Politics and Identity of the British World
4	10/10	**Seminar 4:** Freedom and Anticolonial Movements
5	17/10	**Seminar 5:** Keeping up the Flag – Remnants and Readjustments
		RESEARCH PAPER DUE 18 OCTOBER
6	24/10	**Seminar 6:** Legacies of Empire in Constitution-Making and Human Rights
7	31/10	**Seminar 7:** Empire vs Europe? The Management of British policy
8*	5/11	**Seminar 8:** The Keith Lecture in Commonwealth Constitutionalism on **_Monday 5 November, 1700-1830 in the Playfair Library, Old College_** will substitute our regular class this week.
9	14/11	**Seminar 9:** Nationalism, Social Change and the Politics of Decline
10	21/11	**Seminar 10:** Facing the Legacies of Empire in Modern Britain
		ESSAY DUE 6 DECEMBER

Appendix 1 – General Information

Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation http://www.ed.ac.uk/institute-academic-development/postgraduate/taught/study/study-on-campus

Academic English support can also be accessed at http://www.ed.ac.uk/english-language-teaching/students/current-students

Attendance Monitoring

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are

enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:
https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement

Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

Below is a list of of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at:
http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**
  If you miss the submission deadline for any piece of assessed work **5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks).** Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**

  Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.
  If you go over the word length, you will receive a 5 mark penalty. These 5 marks will be deducted, regardless of how much you have exceeded the word count (whether it is by 5 words or by 500!). In exceptional circumstances, a Course Organizer may decide that, instead of a 5 marks penalty, any text beyond the word limit will be excluded from the assignment and be marked only on the text up to the word limit.
  In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages here.

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.).

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested

Extensions:

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. **For further details on plagiarism see the Academic Services' website:**

http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents