



Wiley Digital Archives **Course Guide**

A CURRICULUM INTEGRATING WILEY DIGITAL ARCHIVES’ PRIMARY SOURCES INTO STUDY MATERIALS AND CLASSROOM ACTIVITIES

OVERVIEW

This guide highlights six courses that are typically featured within undergraduate history programs, along with their corresponding lecture topics. Each lecture includes both primary and secondary sources that correspond to the topic, with discussion prompts that facilitate deeper engagement with the content. Where appropriate, we’ve included activities that encourage the use of the digital humanities tools found on the Wiley Digital Archives platform to better contextualize search results and visualize data.

The aim of this course guide is to demonstrate how newly digitized primary sources can be seamlessly integrated into course curriculum, whether on-site or virtual, and illustrate how digital archives can directly support critical learning objectives and outcomes.

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COURSE

INTRODUCTION TO THE **ATLANTIC WORLD**



Source: Ortelius, Abraham. 1570. "Americae Sive Novi Orbis, Nova Descriptio." RGS Images Online. January 1, 1570.

COURSE OVERVIEW:

This course will introduce students to the Atlantic World as a historical and historiographical concept. "The Atlantic World" is a term used to refer to the interactions between and among peoples living around the Atlantic Ocean in the early modern period. Colonial incursions by European imperial powers in the Americas and the rise of the transatlantic slave trade lay the groundwork for what historians call the Atlantic World. It comprised a series of encounters, incursions, connections, and exchanges between and among diverse groups of people. This course will focus specifically on networks that shaped the Atlantic World and the people, goods, and ideas that circulated within these networks.

Lecture 1: What is the Atlantic World?

Secondary Source: Jack P. Greene and Philip D. Morgan, eds., *Atlantic History: A Critical Appraisal, Reinterpreting History* (Oxford: New York; Oxford University Press, 2009).

- Read the Introduction and Chapter 1 (pages 3-35).



Go to app.wileydigitalarchives.com/wiley/explorer/map. Using key search terms you find in the reading, find a map of the Atlantic World that you want to share with the class. Be prepared to explain why you chose the map you did.

Primary Source: Falconer, William. 1781. "Remarks on the Influence of Climate, Situation, Nature of Country, Population, Nature of Food, and Way of Life, on the Disposition and Temper, Manners and Behaviour, Intellects, Laws and Customs, Form of Government, and Religion, of Mankind." RCP Library. Charles Dilly. 1781.

<http://WDAGo.com/s/8e6c4373>

- Read pages 260-272. How does Falconer describe Native Americans in relation to ancient Europeans like the Gauls? What does he write about the customs and practices of his European contemporaries?

Discussion prompt: Does this primary source describe "the Atlantic World"? Why or why not?

Lecture 2: Reading Against the Grain for Indigenous Perspectives

Secondary Source: Jace Weaver, "Beneath the Fall and Beyond: Navigating the Red Atlantic," in *The Red Atlantic : American Indigenes and the Making of the Modern World, 1000-1927* (Chapel Hill: University of North Carolina Press, 2014), 1-35.

Primary Source: "Colonization." 1793-1915. Sir Arthur Keith Collection. 1793-1915.

<http://WDAGo.com/s/fe19dfac>

- Read the notes on colonization on pages 1-5.

Discussion prompt: What does it mean to read a source against the grain? When you read this source against the grain, what do you find?

Lecture 3: Gender & Power in the Atlantic World

Secondary Source: Juliana Barr, "A Diplomacy of Gender: Rituals of First Contact in the 'Land of the Tejas,'" *The William and Mary Quarterly* 61, no. 3 (2004): 393–434, <https://doi.org/10.2307/3491803>.

Primary Source: "The Shoshones." No Date. Culture, Classical Studies, Economics, Family Welfare and Sexual Matters in Various Societies: Notes, Drafts and Papers. <http://WDago.com/s/421a3e9c>

Discussion prompt: How do the authors of the primary and secondary source readings for this week approach the issue of power? Do you think that the primary source makes a coherent argument? How does this compare to Barr's argument and why?

Lecture 4: The Transatlantic Slave Trade

Secondary Source: Chapter 2 and Chapter 5 in Stephanie E. Smallwood, *Saltwater Slavery : A Middle Passage from Africa to American Diaspora* (Cambridge, Mass: Harvard University Press, 2007).

Primary Source: Stanley, Morton Henry. 1893. "Slavery and the Slave Trade." Pamphlets. [Harper's Magazine]. March 1893. <http://WDago.com/s/7164721e>

- Read pages 3-24. You can read the first half of the pamphlet more closely and skim the second half.

Primary Source #2: "Slavery in Central Africa." Various Articles and Stories. No Date. <http://WDago.com/s/c912ae28>

- Read page 1 and pages 3-8 (skip page 2).

Discussion prompt: How do the perspectives on the slave trade presented in these documents compare with each other?

Lecture 5: Religion & Interactions in the Atlantic World

Secondary Source: Chapter 6 in Carla Gardina Pestana, *Protestant Empire : Religion and the Making of the British Atlantic World* (Philadelphia: University of Pennsylvania Press, 2009).

Primary Source: Jones, Margaret. 1836–1988. "The Colonial Intelligencer or Aborigines' Friend: Comprising the Transactions of the Aborigines' Protection Society." Association Copies and Other Related Books. <http://WDago.com/s/49796639>

- Read pages 8-25.

Discussion prompt: What role does religion play in this primary source? How did religion mediate Atlantic interactions and shape Atlantic networks?

COURSE

REVOLUTIONARY IDEAS IN **EARLY MODERN EUROPE**



Source: Mercator, Gerard. 1595. "Atlas Holding the Earth." RGS Images Online. January 1, 1595

COURSE OVERVIEW:

Between 1500 and 1800, Europeans began changing the ways that they thought about medicine, mathematics, magic, natural history, and the cosmos. Taken together, these changes are often called "The Scientific Revolution." The Scientific Revolution coincided with a period of colonial exploration and incursion by European powers into territories that were previously unknown to them. The Scientific Revolution and the changes in thinking that it heralded preceded a period sometimes called "the Age of Revolutions," which began in the eighteenth century and radically re-shaped Europe's political landscape. This course will examine these two kinds of revolutions – scientific and political – and the relationships between them in the early modern period. It aims to contextualize and explore how revolutionary ideas shaped early modern European society.

Lecture 1: Revolutionary Beginnings

Secondary Source: Steven Shapin, *The Scientific Revolution* (Chicago, IL: University of Chicago Press, 1996), 1-30.

- Read the introduction and the first part of chapter one until the heading marked “The Natural Machine.”

Primary Source: Lefèvre, Raoul. “Here Begynneth the Volume Intituled and Named the Recuyell of the Historyes of Troye.” RCP Library. Caxton, William, Approximately 1422-1491 or 1492; Mansion, Colard, Active 15th Century; Aubert, David, Active 1458-1479. 1473-1474. <http://WDAgo.com/s/4fdfb928>

- Read “Prima Liber,” from page 9 to page 20.

Discussion prompt: Taken together, what can these sources tell us about how Europeans mythologized their cultural past? What was the foundation of these myths?

Lecture 2: Making Sense of the Body and the Cosmos

Secondary Source: Katharine Park, *Secrets of Women: Gender, Generation, and the Origins of Human Dissection* (New York: Zone Books, 2006): 207-258.

Primary Source: Vesalius, Andreas. 1543. “Andreae Vesalii Bruxellensis, Scholae Medicorum Patauinae Professoris, De Humani Corporis Fabrica Libri Septem.” RCP Library. Oporinus, Joannes. 1543. <http://WDAgo.com/s/708b2f9c>

- Look closely at the images on page 4 and page 14.

Discussion prompt: In the primary source above, how does Vesalius present himself? His audience and contemporaries? His profession?

Lecture 3: Exploration, Danger & Disease

Secondary Source: Jonathan Lamb, *Scurvy : The Disease of Discovery* (Oxford: Princeton University Press, 2017): 27-63.

Primary Source: Mathews, Stephen. 1784. “ALS to R.C.P. from Surgeon of the East India Company with Memorandum on Remedy for Marine Scurvy, Calcutta 16 Dec. 1784.” Autograph Letter Sequence. December 16, 1784. <http://WDAgo.com/s/3b37689b>

Discussion prompt: How does this remedy reflect the shifts in the means of knowledge production and circulation that helped to make revolutionary movements possible?

Lecture 4: Creating Change with Myths and Magic

Secondary Source: Sergio Gonzalez Sanchez, "Deconstructing Myths, Constructing History." *Archaeological Review from Cambridge* 27, no. 2 (2012): 85-110.

Primary Source: Myres, John. 1798. "Man: A Paper for Ennobling the Species; Designed to Be Continued Weekly. Nos. 1-53, 1 Jan. - 31 Dec. 1755. London, J. Haberkorn, Printer; Sold by J. Robinson and A. Linde, 1755." Association Copies and Other Related Books. July 10, 1798. <http://WDAgo.com/s/10fdd3a5>

- Read from pages 9-32.

Discussion prompt: Consider what Gonzalez Sanchez writes about the importance of identity in revolutionary politics. In light of this, what conclusions can we draw about Myres' thesis on the nature of mankind? Do you agree with Myres' assessment? Why or why not?

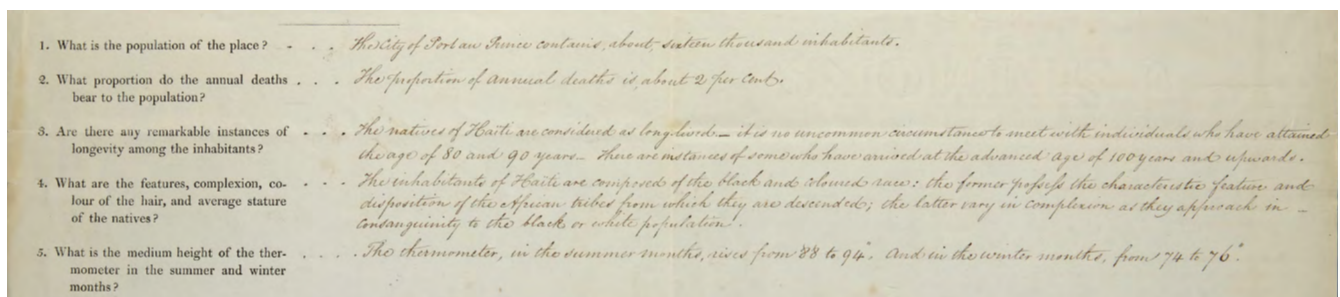
Lecture 5: Eighteenth-Century Radicals

Secondary Source: Michel-Rolph Trouillot. *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 2015): 72-108.

Primary Source: Royal College of Physicians of London. 1829. "Reply from Port Au Prince, Haiti." Official Proceedings Of The Royal College Of Physicians Of London. August 18, 1829. <http://WDAgo.com/s/33a52f92>

- Look closely at questions 4 and 14.

Discussion prompt: Think about your reading of Trouillot's work and consider: what is not said in this reply from Port Au Prince? How does the author of the primary source document present Haitians to his audience?



Royal College of Physicians of London. "Reply from Port Au Prince, Haiti." Official Proceedings Of The Royal College Of Physicians Of London, 18 Aug. 1829. Wiley Digital Archives, <http://WDAgo.com/s/4c762b19>.

COURSE

GENDER & POWER IN AFRICA



Source: Devey, P. G., and L. Naretti. 1901. "Abyssinian Women Porters." Loose Prints. 1901. <http://WDAgo.com/s/38090108>

COURSE OVERVIEW:

This course covers a hundred years of African history, from 1870 to 1970. It will introduce students to the history and political organization of the African continent during this period. We will explore ideas and narratives about the past using a conceptual framework that highlights issues of gender and power, and pays particular attention to the distribution of labor and wealth. The course is organized thematically. Students will learn to read primary sources with and against the grain, construct reasoned arguments and support these arguments with textual evidence, and critically analyze source materials. No prior knowledge of African history is required to be successful in this course.

Lecture 1: Gender in Context

Secondary Source: Introduction (pages 1-17) and Chapter 16 (pages 285-303) in Miescher, Stephan, Manuh Takyiwaa, and Catherine M. Cole, eds. *Africa After Gender?* Bloomington: Indiana University Press, 2007.

Primary Source: "Newspaper Clippings: Waiting for the Queen." 1961. Lindgren Scientific Papers. October 30, 1961. <http://WDAgo.com/s/6515e6d0>.

Discussion prompt: How does this newspaper article treat (or, as the authors of today's secondary source readings might say, "construct") gender in an African context? In a British context? Why do you think this is? Consider how a twenty-first century writer might retell the events recounted in this newspaper article from a decolonial or anti-colonial perspective.

Lecture 2: Colonialism & Resistance

Secondary Source: Judith E. Tucker, "Women, Resistance, and Repression," in *Women in Nineteenth-Century Egypt*, 132-64. Cairo, Egypt: American University in Cairo Press, 1986.

Primary Source #1: Freres, Abdullah. 1870. "Femmes Fellahs (Native Egyptian Women)." RGS Images Online. January 1, 1870. <http://WDAgo.com/s/c6b2df65>

Primary Source #2: Cust, Needham Robert, Paul Flatters, and Henry Barkly. 1884. "The Railway over the Sahára, from Algeria to the Senegál, and the Destruction of Colonel Flatters." Pamphlets. Harrison and Sons. May 30, 1884. <http://WDAgo.com/s/c8ca350d>

Discussion prompt: Consider these two sources. One is a photographic source from before the British occupation of Egypt; the other, a colonial-era source about French-occupied places in West Africa. What can they tell us about "native" African women before and during colonial rule? What do you observe in the photograph? In the descriptive language used in the Cust report?

Lecture 3: Women's Work

Secondary Source: Chapters 2 and 3 in Gloria Chuku, *Igbo Women and Economic Transformation in Southeastern Nigeria, 1900-1960*. London: Routledge, Taylor & Francis Group, 2015.

Primary Source: "Communal Labour & Ikwo Labour." Rosemary Harris Collection. Wiley Digital Archives. <http://WDAgo.com/s/796be533>

Discussion prompt: This document describes labor practices, but it also describes some rules that govern behavior in the Ikwo community (a subset of the Igbo ethnic group in Nigeria). How do these two issues – rules about labor and rules about conduct – intersect in this document? What might the author of this week's secondary source reading comment about how labor practices and behavior are presented here?

Lecture 4: Marriage & Power

Secondary Source: Stephens, Rhiannon. "Whether They Promised Each Other Some Thing Is Difficult to Work Out: The Complicated History of Marriage in Uganda." *African Studies Review* 59, no 1 (2016): 127-153.

Primary Source: Kiwanuka, Semakula. 1973. "The Diplomacy of the Lost Counties Question; Its Impact on the Foreign Relations of the Kingdoms of Buganda, Bunyoro and the Rest of Uganda, 1900 - 1964." William Buller Fagg Collection. December 9-19, 1973. <http://WDago.com/s/d78ff038>

- Read pages 16-20.

Discussion prompt: What can this excerpt tell us about marriage and power in Uganda in the early to mid-20th century? How does this compare to what Stephens' article discusses? What kinds of power dynamics are at play in each reading?

Lecture 5: Comparative Perspectives on Culture

Secondary Source: Pankhurst, Rita. "Correspondent's Report: Women in Ethiopia Today." *Africa Today* 28, no. 4 (1981): 49-51.

Primary Source #1: William Butler Fagg. "Draft of a Letter to HE the Ethiopian Ambassador by WBF." British Somaliland Archaeology. Ethiopia Committee. Correspondence and Papers. No Date. <http://WDago.com/s/0e757cb5>

- Read the first 2 pages of this document (the letter from William Fagg to the ambassador).

Primary Source #2: "Ethiopia Today." 1973. William Buller Fagg Collection. July 1973. <http://WDago.com/s/6f433d4b>

- This document is 44 pages long, so you don't have to read all of it. Read pages 1-12 and pages 42-44 closely. You can skim the rest, but make sure you get an idea of the authors' main ideas and arguments.

Discussion prompt: Based on his letter, how do you think that William Butler Fagg saw Ethiopia? How does he describe Ethiopia in his letter to the ambassador? Compare this to how Ethiopia is depicted in the *Ethiopia Today* periodical published by the Ethiopian ministry of education. Why do these differences matter?



"Ethiopia Today." William Buller Fagg Collection, July 1973. Wiley Digital Archives, <http://WDago.com/s/a1c1acaf>

SCIENCE AND EXPLORATION IN THE BRITISH EMPIRE



RGS Images Online. January 1, 1886.

This course will provide students with a historical introduction to the feats of discovery, exploration, and scientific advancement that took place within the British empire between the seventeenth and twentieth centuries. Students will understand how what we today call science developed, from its beginnings in early modern natural philosophy and natural history to its nineteenth-century legacy of exploration (and often exploitation). We will challenge and interrogate ideas of scientific progress and study how knowledge was generated and disseminated in the British empire.

Lecture 1: Bacon's "Empire of Knowledge"

Secondary Source: Sarah Irving, *Natural Science and the Origins of the British Empire* (London: Pickering and Chatto, 2008): 2-23.

Primary Source: Dowson, John, and Francis Bacon. 1867. "Thoughts, Philosophical and Medical, Selected from the Works of Francis Bacon: With an Essay on His Health and Medical Writings." RCP Library. H. K. Lewis and Company. 1867. <http://WDAgo.com/s/b61308c6>

Discussion prompt: How did Bacon's view of knowledge production as hierarchical reflect or challenge the social norms of his day? Do you see this reflected in the primary source readings for today?

Lecture 2: Science as a Means of Control

Secondary Source: Joseph M. Hodge, "Science and Empire: A Historiographical Overview," in *Science and Empire: Networks of Knowledge Across the British Empire, 1800-1970*, edited by B. Bennett and J. Hodge (London: Palgrave Macmillan, 2011): 2-46.

Primary Source: "Report of the First and Second Meetings of the British Association for the Advancement of Science; at York in 1831, and at Oxford in 1832: Including Its Proceedings, Recommendations, and Transactions." 1833. BAAS Monographs. John Murray. 1833. <http://WDAgo.com/s/7ec155d6>

- Read pages 14-16 entitled "Objects of the Association." Spend at least 20 minutes looking through the rest of the report. What kinds of things are included in this report? What is left out? (The report is over 600 pages long, so I don't expect you to read it comprehensively, but I do expect you to choose one part and read it as carefully as you can. Be prepared to share your observations with a classmate.)

Discussion prompt: How does this primary source engage with historiography on the topic? Why do you think this is?

Lecture 3: Science & Religion

Secondary Source: Ian Hesketh, "John Robert Seely, *Natural Religion*, and the Victorian Conflict Between Science and Religion," *Journal of the History of Ideas* 79, no. 2 (2018): 309-329.

Primary Source: Watts, Robert. 1874. "Atomism: Dr. Tyndall's Atomic Theory of the Universe, Examined and Refuted." RCP Library. W. Mullan. 1874. <http://WDAgo.com/s/d83e3867>

- Read the section entitled "An Irenicum: A Plea for Peace and Co-operation Between Science and Theology," on pages 3-17.

Discussion prompt: How and why does Mullan reconcile his conceptions of science and theology?

Lecture 4: Making Maps, Making Meaning

Secondary Source: Matthew H. Edney, *Mapping an Empire: The Geographical Construction of British India, 1765-1843* (Chicago, University of Chicago Press, 1997): 39-47 and 77-96.

Primary Source #1: "Our Indian Empire: A Short Review and Some Hints for the Use of Soldiers Proceeding to India." 1917. RCP Library. Government Central Branch Press. 1917. <http://WDAgo.com/s/71dcb238>

- Read pages 7-18.

Primary Source #2: Longe, B. F. 1906. "General Report on the Operations of the Survey of India Administered under the Government of India during 1904-05." India Records. Office of the Superintendent of Government Printing. 1906. <http://WDAgo.com/s/74660cfe>

- Flip through this primary source, paying close attention to the maps on pages 11, 12, 25, 26, 33, and 37.



Use the map limiter tool on app.wileydigitalarchives.com/wiley/explorer/map to search for maps of India. What do you find? Why do you think this is?

Discussion prompt: Do you think that these primary sources, especially the maps in primary source #2, support Matthew Edney's argument? Why or why not? How can we relate the pamphlet "Our Indian Empire" to the geographical project that Edney describes?

Lecture 5: Local Knowledge

Secondary Source: Hugh Raffles, "Intimate Knowledge," *International Social Science Journal* 54, no. 123 (2002): 325-335.

Also read: C.A. Harris, "Steere, Edward (1828-1882), Bishop of Central Africa." In *Oxford Dictionary of National Biography*, edited by Andrew Porter, October 4, 2012. <https://doi.org/10.1093/ref:odnb/26353>.

This will give you important context for understanding this week's primary source material.

Primary Source: Steere, Edward. 1872. "Steere, Edward on His Knowledge of Zanzibar and Local Languages." Correspondence Blocks. January 6-February 1, 1872. <http://WDAgo.com/s/c49d91d4>

Discussion prompt: In this correspondence, do you think that Edward Steere showed local knowledge of the Zanzibarian context he described? How was his writing informed by his role as a British subject?

COURSE

POSTCOLONIAL LATIN AMERICA



Source: Gibbes, B. E. 1912. "The Plaza, Panama." RGS Images Online. January 1, 1912.

COURSE OVERVIEW:

This course will introduce students to the history of postcolonial Latin America (dating from the mid-nineteenth century). Students will come to understand the historical factors that shaped colonial powers there, and their ultimate dissolution. We will also explore the legacy of Latin American empires that pre-dated European incursion and the cultures that shaped South and Central America as we know them today, including material culture and social culture. Students will learn to think critically and carefully analyze both written and visual sources. No prior knowledge of Latin American history is required to be successful in this course.

Lecture 1: Imperial Legacies and Postcolonial Power

Secondary Source: Olaf Kaltmeier and Mario Rufer, "Introduction," in *Entangled Heritages: Postcolonial Perspectives on the Uses of the Past in Latin America*, ed. Olaf Kaltmeier and Mario Rufer (London: Routledge, 2016): 1-14.

Primary Source: Frick, John. 1898. "The Vassalage of South America." Pamphlets. Printed by J. W. Wakeham. 1898. <http://WDAgo.com/s/f049b859>

- Read the text on pages 1-9. Pay careful attention to the page marked "Argument." Note that the imperial power described on this page might not be what you expect!

Discussion prompt: Do you agree with the author's use of the term "vassalage" in this text? What kind of power dynamic does it describe?

Lecture 2: Perspectives on Trade & Transit

Secondary Source: Marixa Lasso, "A Canal Without a Zone: Conflicting Representations of the Panama Canal," *Journal of Latin American Geography* 14, no. 3 (2015): 157-174.

Primary Source #1: Chamberlaine-Bey, T. Charles de. 1881. "Report on the Panama Canal." Journal Manuscripts. October 5–November 16, 1881. <http://WDAgo.com/s/c92b1b1c>

- Read the text on pages 22-32 (every other page is blank). Begin with the line that reads "I have given a succinct sketch of the history..."

Primary Source #1: Hart, R. Francis. 1899. "An American Railway in Colombia." Pamphlets. June 2, 1899. <http://WDAgo.com/s/52f2fb37>

- Look at pages 1-21 and read the text on these pages.

Discussion prompt: How and why do these primary sources provide differing accounts of the history of Panama and Colombia?

Lecture 3: Travelers' Accounts

Secondary Source: Angela Perez Mejia, *A Geography of Hard Times: Narratives About Travel to South America, 1780-1849* (Albany: SUNY Press, 2004): 1-9, 103-123.

Primary Source: "Typed Transcript of the Peru Diaries, Numbers 5, 51 and 52." 1859–1860. Special Collections. December 17, 1859–July 28, 1860. <http://WDAgo.com/s/af532b8b>

- Look at pages 1-30 (ending with the entry marked "December 30th").

Discussion prompt: What trends do you notice in this diary? How does it differ from the account(s) that Perez Mejia describes in her book?

Lecture 4: Race and Gender in Latin America

Secondary Source: Maria Elena Martinez, "Religion, Caste and Race in the Spanish and Portuguese Empires: Local And Global Dimensions," in *Iberian Empires and the Roots of Globalization*, ed. Ivonne del Valle, Anna More, and Rachel Sarah O'Toole (Nashville: Vanderbilt University Press, 2020): 86-104

Primary Source: Nordenskiöld, Erland Baron. "Travels on the Boundaries of Bolivia and Peru." *Journal Manuscripts*, 5 Dec. 1905. <http://WDago.com/s/f1ecbd37>

- Look at pages 1-24.

Discussion prompt: How are various groups of people – such as indigenous people, Chinese people, and Europeans – described in the text? Compare this account to the travelers' accounts from last week. What change over time do you see?

Lecture 5: The Long Aftermath of Colonialism

Secondary Source: Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America* (New York: Oxford University Press, 2008): 357-382, 394-396.

Primary Source: Bingham, Hiram. 1910. "Causes of the Lack of Political Cohesion in Spanish America." Pamphlets. November 1910. <http://WDago.com/s/983fc372>



Using the map explorer tool on app.wileydigitalarchives.com, seek out images of "Spanish America."

Discussion prompt: Where are/were the political borders of "Spanish America"? What about its cultural borders? Why do you think this?

CAUSES OF THE LACK OF POLITICAL COHESION IN SPANISH AMERICA

PROFESSOR HIRAM BINGHAM
Yale University

The most serious criticism which we can lay at the door of the Spanish American to-day is his lack of political cohesion. The border provinces are everlastingly rebelling against the decrees of the central government. One hundred years ago, when the Spanish colonies began to secure their independence, they either did not combine or else combining soon fell apart. We naturally wonder why, when they copied our Constitution they did not follow our example and recognize the strength that comes from union. The answer to this and to many other criticisms that may be made is to be found in the history of the Hispanic race and in the geographical conditions that exist in the southern continent.

In criticising South American habits of mind and political tendencies, one must remember that the moral and intellectual characteristics that form the soul of a people are developed in its past and represent a legitimate inheritance from its ancestors. For the motives of its conduct, one must look to its history.

Historically, the Hispanic race was led to develop individualistic rather than cooperative action. In the Middle Ages the forces at work in the peninsula were centrifugal rather than centripetal.

In 713 A.D. a small handful of brave mountaineers were almost the only inhabitants of the peninsula that were able to defy the Moorish conquerors. The process of the Christian re-conquest of Spain was so slow that it took nearly eight centuries for her to grow from the lonely, rocky fastness of Covadonga to the group of Christian kingdoms that embraced the entire peninsula. Dur-

Bingham, Hiram. "Causes of the Lack of Political Cohesion in Spanish America." Pamphlets, Nov. 1910. Wiley Digital Archives, <http://WDago.com/s/24e9602a>

COURSE

THE BRITISH EMPIRE IN THE LONG NINETEENTH CENTURY



Source: "British Wedding Photograph in Madras." 1869. RGS Images Online. January 1, 1869.

COURSE OVERVIEW:

This course explores the social, economic and political history of Britain and its colonies during the long nineteenth century. During this time, Britain – and the world – experienced considerable change and industrialization. Queen Victoria, then a young German-speaking woman, ascended the throne and ruled for six decades. This course will pay particular attention to perspectives on empire, including decolonial perspectives. It will complicate notions of "Britishness" both within the United Kingdom and outside of it. Students will learn how to read and analyze both primary and secondary sources. We will also practice constructing – and defending – strong historical arguments.

Lecture 1: Perspectives on Empire

Secondary Source: Paul Kennedy, "Continuity and Discontinuity in British Imperialism 1815-1914," in *British Imperialism in the Nineteenth Century*, ed. C.C. Eldridge (London: Macmillan, 1984): 20-39.

Primary Source #1: Ray, H. Sidney. 1904. "The Education of the British about the Empire. Letter and News Cuttings." Library Manuscripts. January 22–March 9, 1904. <http://WDAgo.com/s/d0ad4dc8>

Primary Source #2: Taylor, Comyn Clarence. 1862. "The British Residency." RGS Images Online. January 1, 1862. <http://WDAgo.com/s/0f12f617>

Discussion prompt: What changes or continuities in British imperialism do you notice in these primary sources? Why do they matter?

Lecture 2: A United Kingdom?

Secondary Source: Kathryn Jones, Carol Tully, and Heather Williams, "The Narrative of Wales: From Blind Spot to Blank Canvas," in *(Re)Discoveries of Wales in Travel Writing in French and German, 1780-2018* (Liverpool: Liverpool University Press, 2020): 235-248.

Primary Source: "Wales." No Date. Sir Arthur Keith Collection. No Date. <http://WDAgo.com/s/51428511>

Discussion prompt: Are you surprised by the ways that Welsh people are described in this primary source? Why or why not?

Lecture 3: The Industrial Revolution

Secondary Source: Morgan Kelly, Joel Mokyr and Cormac Ó Gráda, "Precocious Albion: A New Interpretation of the British Industrial Revolution," *Annual Review of Economics* 6, no. 1 (2014): 363-389.

Primary Source: Garstang, Walter. 1894. "The British Worker." College Collection. D. E. Rothwell. 1894. <http://WDAgo.com/s/1c1ec566>

Discussion prompt: Based on your reading of the text and our class discussion so far, why do you think Garstang wrote this? Be prepared to explain your answer. How does this text compare to Kelly, Mokyr and Ó Gráda's argument about the quality of life that British workers experienced during the Industrial Revolution?

Lecture 4: Women and Men in the Age of Victoria

Secondary Source: John Tosh, "What Should Historians Do With Masculinity? Reflections on Nineteenth Century Britain," in *Manliness and Masculinities in Nineteenth-Century Britain: Essays on Gender, Family and Empire* (New York: Taylor and Francis Group, 2016): 29-58.

Also read: Richard Davenport-Hines, "Smith [*married names* Wardle, Sheehy], Madeleine Hamilton, 1835/6-1928." In *Oxford Dictionary of National Biography*, edited by Andrew Porter, October 8, 2009. <https://doi.org/10.1093/ref:odnb/51882>. This will give you context for this week's primary source material.

Primary Source: 1858. "Madeleine [Smith] Tried at the Bar of Common Sense and Common Humanity. Being a Plea for the Coroner's Inquest in Scotland." RCP Library. Thomas Murray and Son. 1858. <http://WDAgo.com/s/c94b3fa5>

- Read pages 1-17.

Discussion prompt: What gendered language is used to describe Smith? What about Queen Victoria? What made this case "sensational"?

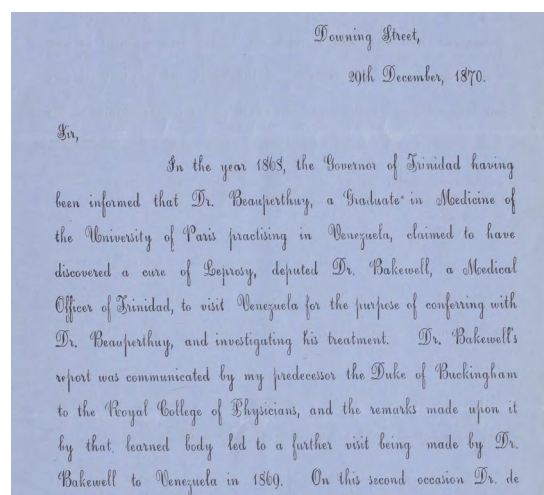
Lecture 5: Victorian Identity and Views of the "Other"

Secondary Source: Kathryn Walchester, "Every article of my dress was a wonder to them': Reflexivity in Nineteenth-Century Travel Accounts by British Women Travellers in Norway," *Comparative Critical Studies* 9, no. 2 (2012): 151-165.

Primary Source #1: Milroy, Gavin. 1870. "Circular Despatch to the Colonies. (Printed)." Milroy, Gavin. December 29, 1870. <http://WDAgo.com/s/e4fa7bea>

Primary Source #2: Royal College of Physicians of London. 1864. "Letter from Herman Merivale to the Under-Secretary for the Colonies." Official Proceedings Of The Royal College Of Physicians Of London. December 7, 1864. <http://WDAgo.com/s/d343a3a3>

Discussion prompt: How does reflexivity feature in Walchester's article? In Merivale's letter? What about Milroy's "despatch"? What strikes you about how Milroy writes about lepers? What about how Merivale writes about lepers?



Milroy, Gavin. "Circular Despatch to the Colonies. (Printed)." Milroy, Gavin, 29 Dec. 1870. Wiley Digital Archives, <http://WDAgo.com/s/25435f69>

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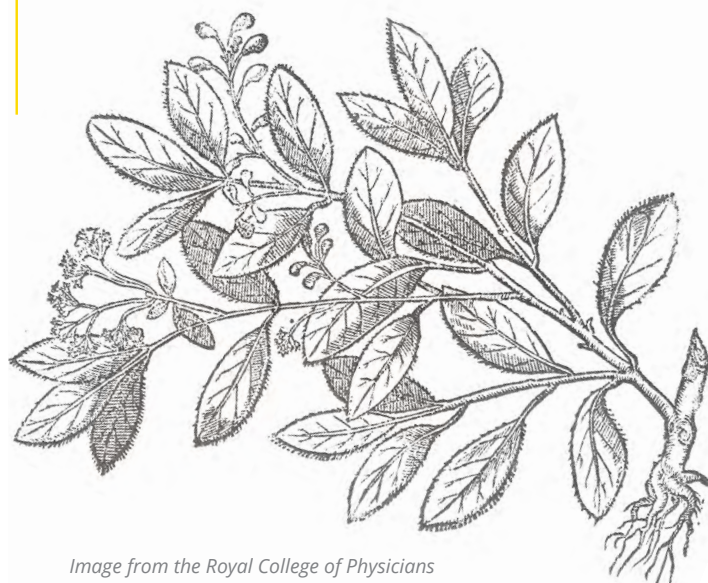


Image from the Royal College of Physicians

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