Gandhi printed his most famous work, *Hind Swaraj* (1909), in South Africa. Why? This course takes the history of printing technology as the starting point for rethinking the history of empire. Beginning with the East India Company and ending with the Chinese typewriter, we follow an unlikely band of printers, publishers, authors and readers. We re-examine major themes in the global history of empire, from science and religion to slavery and nationalism. Throughout this course, books are treated as material objects, something which is easy to forget in the digital age. Books were written on, cut up, censored and burned. With this in mind, there is a strong focus on students developing practical skills. We will learn the techniques of the book historian, hunting for clues in the margins, examining bindings and watermarks. And with these skills in place, students will begin to read a selection of fascinating primary sources in a completely different light. From scientific journals and legal manuals, to abolitionist papers and anticolonial pamphlets, the history of empire starts to look very different from the perspective of the printing press.
Essential Information

Module Convenor: Dr James Poskett
Email: j.poskett@warwick.ac.uk
Seminars: Thursdays, 14:00–16:00 (Group 1), 16:00–18:00 (Group 2) H3.45
Office Hours: Wednesdays 11:00-12:00, Thursdays 11:00-12:00 during term
Office: H019 (ground floor of Humanities Building)

Reading for Seminars
It is essential that you complete the set readings prior to each seminar. Those marked with ** are primary sources, and will form the basis of the discussion. Those marked with * are essential secondary sources which will help you understand the primary sources. The examination will assume familiarity with all set readings.

To that end, a compilation of all primary sources for each term is available to download on the course website. These include questions and prompts to help guide your readings. I suggest you print and ring-bind a copy at the start of each term so you can annotate the sources. (Alternatively, you may wish to do this digitally.) This will be useful when it comes to revision.

Accessing Sources
Set readings are available as digital scans or eBooks. All other primary and secondary sources can be accessed either online or via Warwick University Library.

You are expected to develop the skills to find sources independently. Primary sources are typically available digitised on either Google Books or archive.org. Secondary sources can be found through Google, JSTOR or the Warwick University Library catalogue.

If you are still having trouble finding or accessing sources, please contact me.

Dissertations
Those wishing to write their dissertation on a subject connected to this course should contact me as early as possible during the Autumn Term. I am very happy to supervise a wide range of topics on the global history of print.

Contacting Me
Email is the best way to make initial contact. Include ‘H3H4’ in the subject line and it will be prioritised in my inbox. I strongly recommend you make use of my office hours as well. This provides an opportunity for in-depth and extended guidance. If you have a query in advance, it is best to make an appointment. But equally, you are very welcome to knock on my door during office hours and have an ad hoc meeting.
Student Presentations
Each week a group of students will introduce the set readings of the seminar. You will be assigned to groups for specific seminars in the first week. Your presentation should last seven to ten minutes and answer the following questions:

Broader context
- What was happening more broadly in terms of society, politics and culture at the time?
- How is this reflected in the source?
- What developments in print were happening at the time?
- How is this reflected in the source?

Primary source
- Who wrote it?
- Who published it?
- What format and genre is it?
- Who might the audiences have been?

Debates
- What historical debates does the source help us engage with?
- What arguments do you propose to support surrounding the source?
- What remaining questions should we try and answer in the seminar?

Advice on presentations
The most important thing for a successful presentation is to practise it in advance. People that look like they’re presenting effortlessly in fact have always practised their presentation, often multiple times. The best lecturers you’ve had will run through their entire lecture time and time again to get it really fluid. A few more tips:

- Do additional reading: you need to consult some of the secondary works to get a good sense of the topic.
- Think of a presentation like an essay: you need to tell your audience what the structure and argument is, then do it, then conclude.
- You don’t need a verbatim script, but notes are important.
- Make sure you know who is speaking when, and that this is clearly signposted.
- Project your voice, speak confidently, sound interested. Again, practise.
- Be yourself - your accent, humour, colloquialisms - all these make presentations more authentic and engage the audience.
- End the presentation with a clear statement of your main point.
Assessment

Summative Assessment

The assessment for this module is determined by whether or not the student will be basing a Dissertation on the module:

- For students who are not basing a Dissertation on this module: a two-hour exam and a 4,500 word essay
- For students who are basing a Dissertation on this module: a three-hour exam

The Special Subject exam paper varies from module to module but will include at least one compulsory ‘gobbet’ question.

For deadlines and details of submission see: Deadlines, Assessment and Submission on the History Department webpage.

Formative Assessment

All students taking this course are also required to write two non-assessed essays of approximately 1,500-2,000 words length each. You may take any of the seminar questions as essay titles. Essays should be submitted as email attachments to the module convenor.

The first essay must be submitted by 6.00pm on Friday of Week 8, Term 1.

The second essay must be submitted by 6.00pm on Friday of Week 8, Term 2.
**Seminar Programme**

**Autumn Term**

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<td>Indian Ink</td>
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<td>3</td>
<td>Reading the Bible in Colonial India</td>
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<td>4</td>
<td>Asiatic Audiences for Science</td>
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<td>Nationalism and Vernacular Print Culture</td>
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<td>10</td>
<td>Gandhi’s Printing Press</td>
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## Spring Term

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<th>Seminar Title</th>
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<td>1</td>
<td>Early African Print Cultures</td>
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<td>The Portable Bunyan</td>
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<td>African Cartography</td>
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<td>4</td>
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<td>5</td>
<td>Useful Knowledge in the West Indies</td>
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<td>6</td>
<td>Reading Week</td>
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<td>Printing the Pacific</td>
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<td>8</td>
<td>Imagined Communities in the Antipodes</td>
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<td>9</td>
<td>Gutenberg in Shanghai</td>
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<td>10</td>
<td>Mapping the Middle Kingdom</td>
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## Summer Term

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<tr>
<th>Week</th>
<th>Seminar Title</th>
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<tr>
<td>1</td>
<td>Empire of the Book: Student Conference</td>
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<tr>
<td>2</td>
<td>Revision Seminar</td>
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</table>
Week 1: What is the History of Books?

Seminar Questions

- What is the history of the book?
- How is a book printed?
- How can the history of the book contribute to the history of empire (and vice versa)?
- What are the advantages and disadvantages of Darnton’s ‘communication circuit’?

Seminar Readings

* Burton, Antoinette, and Isabel Hofmeyr, ‘Introduction: The Spine of Empire’, in Burton and Hofmeyr (eds), Ten Books That Shaped the British Empire: Creating an Imperial Commons (Durham, NC, 2014)

Additional Readings

Altick, Richard, English Common Reader: A Social History of the Mass Reading Public, 1800-1900 (Chicago, IL, 1957)
Burton, Antoinette, and Isabel Hofmeyr (eds), Ten Books That Shaped the British Empire: Creating an Imperial Commons (Durham, NC, 2014)
Gaskell, Philip, A New Introduction to Bibliography (Oxford, 1972)
Johns, Adrian, The Nature of the Book: Print and Knowledge in the Making (Chicago, IL, 2000)
Klancher, Jon P, The Making of English Reading Audiences, 1790-1832 (Madison, WI 1987)
Withers, Charles W. J, and Miles Ogborn (eds), Geographies of the Book (London, 2010)
Week 2: Indian Ink

Seminar Questions

• What is the relationship between the rise of the East India Company and print?
• Why was print controversial in eighteenth-century India?
• How was Indian knowledge transformed by print?
• How were printed texts made authoritative?

Seminar Readings

** Halhed, Nathaniel, A Grammar of the Bengal Language (Calcutta, 1778), i-xxv
** Halhed, Nathaniel, A Code of Gentoo Laws (London, 1776), iii-xxiv, xxxvi-xl, and 3-5
* Ogborn, Miles, Indian Ink: Script and Print in the Making of the English East India Company (Chicago University Press, 2007), 198-250

Additional Readings

Primary
Balfour, Francis, Inshayi Harkaran: The Forms Of Herkern Corrected From A Variety Of Manuscripts (Calcutta, 1781)
Bolts, William, Considerations on India Affairs: Particularly Respecting the Present State of Bengal and Its Dependencies (London, 1772)
Gladwin, Francis, Ayeen Akbery; Or, The Institutes of the Emperor Akber (London and Calcutta, 1784 and 1800)

Secondary
Cohn, Bernard, Colonialism and Its Forms of Knowledge: The British in India (Princeton, NJ, 1996), particularly chapters 1-3
Metcalf, Barbara, and Thomas Metcalf, A Concise History of Modern India (Cambridge, 2012)
Metcalf, Thomas, Ideologies of the Raj (Cambridge, 1997)

Ogborn, Miles, Indian Ink: Script and Print in the Making of the English East India Company (Chicago, IL, 2007)


* * *

Week 3: Reading the Bible in Colonial India

Seminar Questions

- Why was the printing press so important for Christian missionaries in India?
- What role did print play in defining 'Hinduism' and 'Christianity'?
- How and why did Rammohun Roy make use of the printing press?
- What was the effect of republishing Rammohun Roy’s works in Britain?

Seminar Readings

** Marshman, Joshua, A Defence of the Deity and Atonement of Jesus Christ, in Reply to Ram-Mohan Roy, of Calcutta (London, 1822), iii-v and 1-16

Additional Readings

Primary
Carpenter, Lant, A Review of the Labours, Opinions, and Character of Rajah Rammohun Roy (London, 1833)
Collet, Sophia Dobson (ed.), The Life and Letters of Rajah Rammohun Roy (Calcutta, 1914)
Roy, Rammohun, Translation of the Ishopanishad, One of the Chapters of the Yajur Vēda (Calcutta, 1816)

Secondary
Carson, Penelope, The East India Company and Religion, 1698-1858 (Woodbridge, 2012)
Killingley, Dermot, Rammohun Roy in Hindu and Christian Tradition (Newcastle upon Tyne, 1993)
Oddie, Geoffrey, Imagined Hinduism: British Protestant Missionary Constructions of Hinduism, 1793-1900 (New Delhi, 2006)
Sengupta, Parna, Pedagogy for Religion: Missionary Education and the Fashioning of Hindus and Muslims in Bengal (Berkley, CA, 2011)
White, Daniel, From Little London to Little Bengal: Religion, Print, and Modernity in Early British India, 1793-1835 (Baltimore, MA, 2013)
Zastoupil, Lynn, Rammohun Roy and the Making of Victorian Britain (Basingstoke, 2010)

Week 4: Asiatic Audiences for Science

Seminar Questions
- What was the relationship between science and the East India Company?
- Why did East India Company officials publish a scientific journal?
- Who read science in India, and why?
- How did print transform Indian and European scientific knowledge?

Seminar Readings
** ‘Preface’, Gleanings in Science, 2 (1830), v-viii
** ‘Preface’ and ‘List of Subscribers’, Gleanings in Science, 3 (1831), v-xi
** ‘Contributions to Natural History’, Gleanings in Science, 3 (1831), 320-324
* Arnold, David, Science, Technology and Medicine in Colonial India (Cambridge, 2000), 1-56

Additional Readings
Primary
Asiatic Researches (Calcutta, 1788-1921)
The Calcutta Journal of Natural History (Calcutta, 1840-1847)
Gleanings in Science (Calcutta, 1829-1831)
Secondary
Arnold, David, Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India (Berkley, CA, 1993)
Arnold, David, Science, Technology and Medicine in Colonial India (Cambridge, 2000)
Arnold, David, The Tropics and the Traveling Gaze: India, Landscape and Science, 1800–1856 (New Delhi, 2005)
Chakrabarti, Pratik, Medicine and Empire, 1600-1960 (Basingstoke, 2013)
Csizsar, Alex, ‘Seriality and the Search for Order: Scientific Print and Its Problems During the Late Nineteenth Century’, History of Science, 48 (2010)
Mukharji, Projit Bihari, Nationalizing the Body: The Medical Market, Print, and Daktari Medicine (London, 2009)
Raj, Kapil, Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900 (Basingstoke, 2007)

* * *

Week 5: Mapping an Empire

Seminar Questions
• Why did the colonial state produce printed maps of India?
• Who used these maps, and to what ends?
• What role did Indians play in the production and reception of cartographic knowledge?
• What changes do you see in maps of India printed between the 1700s and 1900s?
Seminar Readings

   ‘The Countries Situated between the Source of the Ganges and the Caspian Sea’,
   ‘General View of the Principal Roads and Divisions of Hindoostan’, and ‘Map of
   Hindoostan’

* Edney, Matthew, *Mapping an Empire: The Geographical Construction of British India, 1765-1843*
   (Chicago, IL, 1997), 1-36.

Additional Readings

Primary

A wide range of maps of India, from the 1700s to the 1900s, can be found through the
following online collections:

- David Rumsey Rare Maps: [www.davidrumsey.com](http://www.davidrumsey.com)
- Digital Library of South Asia, Maps: [dsal.uchicago.edu/maps/](http://dsal.uchicago.edu/maps/)

Secondary

Barrow, Ian, ‘India for the Working Classes: The Maps of the Society for the Diffusion of

Edney, Mathew, ‘Bringing India to Hand: Mapping an Empire, Denying Space’, in Felicity

Edney, Matthew, *Mapping an Empire: The Geographical Construction of British India, 1765-1843*
   (Chicago, IL, 1997)


Harley, J. B, and David Woodward (eds), *Cartography in the Traditional Islamic and South Asian
Societies, The History of Cartography* (Chicago, IL, 1992), vol. 2, book 1

Raj, Kapil, *Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia
and Europe, 1650-1900* (Basingstoke, 2007)

Ramaswamy, Sumathi, ‘Catastrophic Cartographies: Mapping the Lost Continent of Lemuria’,
   *Representations*, 67 (1999)

Ramaswamy, Sumathi, ‘Conceit of the Globe in Mughal Visual Practice’, *Comparative Studies in
Society and History*, 49 (2007)

Ramaswamy, Sumathi, ‘Maps, Mother/Goddesses, and Martyrdom in Modern India’, *The

Ramaswamy, Sumathi, ‘Visualising India’s Geo-Body: Globes, Maps, Bodyscapes’. *Contributions
to Indian Sociology*, 36 (2002)

Simpson, Thomas, “Clean out of the Map”. Knowing and Doubting Space at India’s High

* * *

**Week 7: India’s Information Panic**

**Seminar Questions**

- How and why did the colonial government regulate the newspaper press in India?
- What topics did Indian newspapers address?
- Who defended the freedom of the press, and on what grounds?
- How did vernacular newspapers respond to censorship?

**Seminar Readings**

**‘An Act for the Better Control of Publications in Oriental Languages’, Act No. IX of 1878, Government of India**

**Dacosta, John, Remarks on the Vernacular Press Law of India or Act IX of 1878 (London, 1878)**

**Bonea, Amelia, *The News of Empire: Telegraphy, Journalism, and the Politics of Reporting in Colonial India*, c. 1830-1900 (Delhi, 2016), 204-265**

**Additional Readings**

**Primary**

*Hicky’s Bengal Gazette* (Calcutta, 1781-1782), available online via University of Heidelberg

*The Times of India* (Bombay, 1861-2007), available online via ProQuest Newspaper Database

*Indian Newspaper Reports*, available on microfilm 3397-3557 in Warwick University Library

*The Friend of India* (Calcutta, 1818-1876), selected issues are available on Google Books and archive.org

*Parliamentary Inquiry into the Claims of Mr. Buckingham on the East India Company* (London, 1834)

**Secondary**


Bayly, Christopher, *Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870* (Cambridge, 2000)


Hirschmann, Edwin, Robert Knight: Reforming Editor in Victorian India (Oxford, 2008)

* * *

Week 8: Printing the People of India

Seminar Questions

- To what extent did Herbert Risley ‘invent’ the notion of caste?
- What was the relationship between race, caste and nationalism in India?
- What role did Indians play in the theory and practice of anthropology?
- How did printed images shape notions of caste and race in India?

Seminar Readings

** Risley, Herbert, The People of India (Calcutta, 1908), v-vi, 1-60, plates I-XXIV
* Dirks, Nicholas, ‘Castes of Mind’, Representations, 37 (1992)

Additional Readings

Primary

Dalton, Edward, Descriptive Ethnology of Bengal (Calcutta, 1872)
Forbes, John and John Kaye, The People of India (London, 1868-1875), 8 vols
Iyer, Ananthkrishna, Cochin Tribes and Castes (Madras, 1909)
Marshall, William Elliot, A Phrenologist Amongst the Todas (London, 1873)
Roy, Sarat Chandra, The Bihors (Ranchi, 1925)
Secondary

Ballantyne, Tony, *Orientalism and Race: Aryanism in the British Empire* (Basingstoke, 2001)
Bayly, Susan, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age* (Cambridge, 1999)
Cohn, Bernard, ‘The Census, Social Structure and Objectification in South Asia’, in Bernard Cohn (ed.), *An Anthropologist among the Historians and Other Essays* (Delhi, 1987)
Edwards (ed.), *Anthropology and Photography, 1860-1920* (New Haven, CT, 1992)
Robb, Peter (ed.), *The Concept of Race in South Asia* (Oxford, 1995)

* * *

**Week 9: Nationalism and Vernacular Print Culture**

**Seminar Questions**

- Who were Rabindranath Tagore's English audiences?
- Why was Tagore awarded the 1913 Nobel Prize in Literature?
- How did translation mediate Tagore's literature and politics?
- What kind of nationalism did Tagore promote through his publications?

**Seminar Readings**

** Tagore, Rabindranath, *Gitanjali (Song Offerings)* (London, 1913), vii-xxi, 1-17
** Presentation Speech by Harald Hjärne, Chairman of the Nobel Committee of the Swedish Academy, on December 10, 1913, [www.nobelprize.org/nobel_prizes/literature/laureates/1913/press.html](http://www.nobelprize.org/nobel_prizes/literature/laureates/1913/press.html)
** Telegram from Rabindranath Tagore, read by Mr. Clive, British Chargé d'Affaires, at the Nobel Banquet at Grand Hôtel, Stockholm, December 10, 1913, [www.nobelprize.org/nobel_prizes/literature/laureates/1913/tagore-speech.html](http://www.nobelprize.org/nobel_prizes/literature/laureates/1913/tagore-speech.html)


Additional Readings

**Primary**

Tagore, Rabindranath, *Nationalism* (London, 1917)
Tagore, Rabindranath, *The Gardener* (London, 1913)
Tagore, Rabindranath, *Crescent Moon* (London, 1913)
Dutta, Krishna (ed.), *Selected Letters of Rabindranath Tagore* (Cambridge, 1997)

**Secondary**

Blackburn, Stuart, *Print, Folklore, and Nationalism in Colonial South India* (New Delhi, 2006)
Dasgupta, Uma (ed.) *The Oxford India Tagore: Selected Writings on Education and Nationalism* (New Delhi, 2009)
Hurwitz, Harold M, ‘Yeats and Tagore’, *Comparative Literature*, 16 (1964)
Nandy, Ashis, *The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of Self* (New Delhi, 1994)
Orsini, Francesca, *Print and Pleasure: Popular Literature and Entertaining Fictions in Colonial North India* (New Delhi, 2009)
Orsini, Francesca, *The Hindi Public Sphere 1920-1940: Language and Literature in the Age of Nationalism* (New Delhi, 2002)
Stark, Ulrike, An Empire of Books: The Naval Kishore Press and the Diffusion of the Printed Word in Colonial India (New Delhi, 2007)
Thompson, E. P, ‘Alien Homage’: Edward Thompson and Rabindranath Tagore (New Delhi, 2008)

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Week 10: Gandhi’s Printing Press

Seminar Questions
• How did Gandhi’s use of print reflect his political philosophy?
• How did the South African context of publication shape Hind Swaraj?
• Who is the imagined reader of Hind Swaraj?
• Why did the Government of India ban Hind Swaraj?

Seminar Readings
** Anthony Parel (ed.), ‘Hind Swaraj’ and Other Writings (Cambridge, 2009), ‘Preface to the English translation’ (5-11), Chapters IV, V and VI (25-37), Chapters XVIII and XIX (98-109), Appendices (120)

Note: I suggest you use the Cambridge University Press edition of Hind Swaraj edited by Anthony Parel, which is available as an eBook through Warwick University Library and has a wealth of helpful footnotes. Page numbers are taken from that edition which corresponds to the first English edition, published in 1910 in Natal.

Additional Readings

Primary
Gandhi, Mohandas, Satyagraha in South Africa (Madras, 1928)
Gandhi, Mohandas, An Autobiography, or The Story of My Experiments with Truth (Ahmedabad, 1940), trans. Mahadev Desai, particularly Part II which describes Gandhi’s time in South Africa

Gandhi’s writings, including the original newspaper and book editions of Hind Swaraj, as well as his Collected Works, can be found at: www.gandhiheritageportal.org

You can find out more about Gandhi’s time in South Africa at: gandhi.southafrica.net

Secondary
Guha, Ramachandra, Gandhi Before India (London, 2013)
Hyslop, Jonathan, ‘Gandhi 1869-1915: The Transnational Emergence of a Public Figure’ in Judith Brown and Anthony Parel (eds), The Cambridge Companion to Gandhi (Cambridge, 2011)
Parel, Anthony, ‘Editor’s Introduction to the Centenary Edition’ in Anthony Parel (ed.), Hind Swaraj and Other Writings (Cambridge, 2009)
Suhrud, Tridip, ‘Gandhi’s Key Writings’ in Judith Brown and Anthony Parel (eds), The Cambridge Companion to Gandhi (Cambridge, 2011)

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Week 11: Early African Print Cultures

Seminar Questions

- What was the motivation for publishing a newspaper in Cape Town in the 1820s?
- Who were the audiences for the South African Commercial Advertiser?
- Why did the colonial government censor the South African Commercial Advertiser?
- Compare and contrast press censorship in colonial South Africa and India.

Seminar Readings

** A Condensed Edition of the First Eighteenth Numbers of the South African Commercial Advertiser (Cape Town, 1826), iii-x and 1-20

** ‘Papers relating to the South African Commercial Advertiser and its Editor’, Parliamentary Papers, Cape of Good Hope, Return to an Address of the House of Commons, of the 30th May 1827, 1-7

Additional Readings

Primary

‘Papers relating to the South African Commercial Advertiser and its Editor’, Parliamentary Papers, Cape of Good Hope, Return to an Address of the House of Commons, of the 30th May 1827

Further issues of the South African Commercial Advertiser are available online via Oxford University Library.

Transcriptions of extracts from various nineteenth-century South African newspapers are available online via the Genealogical Society of South Africa.

Secondary


* * *

Week 12: The Portable Bunyan

Seminar Questions

- Why did the London Missionary Society print Travels in South Africa?
- What role do books and print play in John Campbell’s journey?
- How are European racial ideas reflected in Travels in South Africa?
- Compare and contrast the history of the missionary printing in India and Africa.
Seminar Readings


Additional Readings

Primary


Philip, John, *Researches in South Africa: Illustrating the Civil, Moral and Religious Condition of the Native Tribes* (London, 1828), 2 vols

Secondary

Comaroff, Jean, and John L. Comaroff, *Of Revelation and Revolution: Christianity, Colonialism, and Consciousness in South Africa* (Chicago, IL, 1991), vol.1


*   *   *
Week 13: African Cartography

Seminar Questions

• How does James MacQueen’s map of Africa reflect his politics?
• How were maps of Africa made authoritative?
• In what ways did Africans contribute to African cartography?
• Compare and contrast the mapping of India and Africa.

Seminar Readings

** MacQueen, James, A Geographical and Commercial View of Northern Central Africa (Edinburgh, 1821), v-xix and ‘Map of Africa’
** MacQueen, James, ‘Africa – Slave Trade – Tropical Colonies’, Blackwood’s Edinburgh Magazine, 55 (1844)
* Lambert, David, “‘Taken Captive by the Mystery of the Great River’: Towards an Historical Geography of British Geography and Atlantic Slavery’, Journal of Historical Geography, 35 (2009)

Additional Readings

Primary

MacQueen, James, A Geographical Survey of Africa (London, 1840)

A wide range of maps of Africa, from the 1700s to the 1900s, can be found through the following online collections:

• David Rumsey Rare Maps: www.davidrumsey.com
• University of Texas: www.lib.utexas.edu/maps/historical/history_africa.html

Secondary

Dritsas, Lawrence, ‘Expeditionary Science: Conflicts of Method in Mid-Nineteenth-Century Geographical Discovery’, in Livingstone, David N., and Charles W. J. Withers (eds), Geographies of Nineteenth-Century Science (Chicago, IL, 2011)


Lambert, David, *Mastering the Niger: James MacQueen’s African Geography and the Struggle over Atlantic Slavery* (Chicago, IL, 2014)


* * *

**Week 14: Abolition and the Popular Press**

**Seminar Questions**

- How was information used in the campaign for the abolition of slavery?
- Why did abolitionists publish a monthly periodical?
- Who was the audience for the *Anti-Slavery Reporter*?
- How do slave voices appear in the *Anti-Slavery Reporter*, and to what effect?

**Seminar Readings**

** ‘Address to Anti-Slavery Associations’, *Anti-Slavery Monthly Reporter*, 2 (1825), 1-2

** ‘Brief Sketch of Colonial Slavery’, *Anti-Slavery Monthly Reporter*, 2 (1825), 2-8


** ‘Formation of Ladies’ Anti-Slavery Associations’, *Anti-Slavery Monthly Reporter*, 4 (1825), 32


** ‘Picture of Slavery by the Colonists’, *Anti-Slavery Monthly Reporter*, 6 (1825), 49-56

** ‘Publications’, *Anti-Slavery Monthly Reporter*, 6 (1825), 59-60

** ‘Jamaica Advertisements’, *Anti-Slavery Monthly Reporter*, 9 (1825), 94-96

* Lambert, David, ‘Sierra Leone and Other Sites in the War of Representation over Slavery’, *History Workshop Journal*, 64 (2007)
Additional Readings

Primary
Clarkson, Thomas, *Thoughts on the Necessity of Improving the Condition of Slaves in the British Colonies* (London, 1823)
The Tourist: A Literary and Anti-Slavery Journal, 1 (1833)

Secondary
Dumas, Paula, *Proslavery Britain: Fighting for Slavery in an Era* (Basingstoke, 2016)
Hall, Catherine, *Macaulay and Son: Architects of Imperial Britain* (New Haven, CT, 2012)
Lewis, Andrew, ‘“An Incendiary Press”: British West Indian Newspapers during the Struggle for Abolition’, *Slavery & Abolition*, 16 (1995)

*   *   *
Week 15: Useful Knowledge in the West Indies

Seminar Questions

• Why were West Indian planters interested in science and knowledge?
• What was the function of the Journal of the Bahama Society for the Diffusion of Useful Knowledge?
• What different sources of information are brought together in the periodical?
• What social functions did the periodical fulfil in the West Indies?

Seminar Readings

** ‘List of Members’ and ‘Resolutions of the Society’, Journal of the Bahama Society for the Diffusion of Useful Knowledge, 1 (1835), 1-4
** ‘Correspondence’, Journal of the Bahama Society for the Diffusion of Useful Knowledge, 1 (1835), 179-181


Additional Readings

Primary

Institution and First Proceedings of the Society for the Encouragement of Arts, Manufactures and Commerce, Established in Barbados (Barbados, 1781)
Agricola’s Letters and Essays on Sugar Farming in Jamaica (Kingston, 1845)

For further printed material related to the Caribbean, see the Digital Library of the Caribbean: www.dloc.com
Secondary


Delbourgo, James and Nicholas Dew (eds), Science and Empire in the Atlantic World (Abingdon, 2008).


Lambert, David, White Creole Culture, Politics and Identity during the Age of Abolition (Cambridge, 2010).


McCllellan, James, Colonialism and Science: Saint Domingue and the Old Regime (Chicago, IL, 2010).


Schiebinger, Londa, Plants and Empire (Harvard, MA, 2009).


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Week 17: Printing the Pacific

Seminar Questions
- How did the British Empire use print to secure territory in the Pacific?
- What was the relationship between print and oral culture in the Pacific?
- How did Pacific Islanders and the Maori make use of print?
- What are the legacies of the Treaty of Waitangi?
Seminar Readings
** Treaty of Waitangi (manuscript English edition, Waikato-Manukau copy, 1840)
** Treaty of Waitangi (printed Maori edition, Waikato copy, 1840)
** Colenso, William, The Authentic and Genuine History of the Signing of the Treaty of Waitangi (Wellington, 1890), 1-41
* McKenzie, Donald, Bibliography and the Sociology of Texts (Cambridge, 1999), 77-128

Additional Readings

Primary
Colenso, William, Excursion in the Northern Island of New Zealand in the Summer of 1841-2 (Launceston, 1844)
Colenso, William, Fifty Years Ago in New Zealand (Napier, 1888)
Craik, George, The New Zealanders (London, 1830)
Grey, George, Polynesian Mythology and Ancient Traditional History of the New Zealand Race (London, 1855)

Secondary
Armitage, David, and Alison Bashford (eds), Pacific Histories: Ocean, Land, People (Basingstoke, 2014)
Ballantyne, Tony, Webs of Empire: Locating New Zealand’s Colonial Past (Vancouver, 2014)
Biggs, Bruce, and Te Rangikaheke o Te Arawa, ‘The Translation and Publishing of Maori Material in the Auckland Public Library’, The Journal of the Polynesian Society, 61 (1952)
Fenton, Sabine, For Better Or for Worse: Translation as a Tool for Change in the South Pacific (London, 2014)
Gascoigne, John, Encountering the Pacific in the Age of the Enlightenment (Cambridge, 2014)
Griffith, Penny, Penelope Griffith, Peter Hughes, and Alan Loney, A Book in the Hand: Essays on the History of the Book in New Zealand (Auckland, 2000)
Harvey, Douglas Ross, and K. I. D. Maslen, Book and Print in New Zealand: A Guide to Print Culture in Aotearoa (Victoria, 1997)
McKenzie, Donald, Bibliography and the Sociology of Texts (Cambridge, 1999)
Newman, Keith, Bible and Treaty (London, 2014)
Smith, Philippa Mein, A Concise History of New Zealand (Cambridge, 2012)
Smith, Vanessa, Literary Culture and the Pacific: Nineteenth-Century Textual Encounters (Cambridge, 1998)

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Week 18: Imagined Communities in the Antipodes

Seminar Questions
- What different kinds of articles appear in the Sydney Gazette?
- How did Australia’s origins as a convict colony influence the development of the press?
- To what extent was there a regime of press censorship in colonial New South Wales?
- Compare and contrast the development of the press in India, South Africa and Australia.

Seminar Readings
** Sydney Gazette and New South Wales Advertiser, 5 March 1803
** Sydney Gazette and New South Wales Advertiser, 1 July 1824
** Sydney Gazette and New South Wales Advertiser, 8 February 1826
** Sydney Gazette and New South Wales Advertiser, 14 February 1827

Additional Readings

Primary
A whole range of digitised collections of print from colonial Australia can be found online via the National Library of Australia’s Trove website. Important colonial newspapers include:

The Australian (1824–1848)
The Hobart Town Courier (1827–1859)
The Hobart’s Town Gazette (1816–1882)
The Monitor (1826–1841)
The Sydney Herald (1831–)
Secondary
Beals, Melodee, ‘The Role of the Sydney Gazette in the creation of Australia in the Scottish Public Sphere’, in Feely, Catherine, and John Hinks (eds), Historical Networks in the Book Trade (Abingdon, 2016)
Cryle, Denis, Disreputable Profession: Journalists and Journalism in Colonial Australia (Rockhampton, 1997)
Macintyre, Stuart, A Concise History of Australia (Cambridge, 2015)
Piesse, Jude, British Settler Emigration in Print, 1832-1877 (Oxford, 2015)
Potter, Simon James, News and the British World: The Emergence of an Imperial Press System, 1876-1922 (Oxford, 2013)
Walker, Robin Berwick, Newspaper Press in New South Wales, 1803-1920 (Sydney, 1981)

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Week 19: Gutenberg in Shanghai

Seminar Questions

• What was the aim of the Society for the Diffusion of Useful Knowledge in China?
• What role did Chinese assistants play in this society?
• What difficulties did printers face in nineteenth-century China?
• How did Christianity shape the use of print in nineteenth-century China?

Seminar Readings

** ‘Introduction’, The Chinese Repository, 1 (1833), 1-5
** ‘Religious Intelligence’, The Chinese Repository, 1 (1833), 25-28
**Proceedings Relative to the Formation of a Society for the Diffusion of Useful Knowledge in China (Canton, 1835), 5-13**

**A Chinese Chrestomathy in the Canton Dialect (Macao, 1841), i-xxxvi**


NB. You are not expected to read Chinese. Do not be intimated by the appearance of Chinese characters or worry about trying to understand it. We are simply interested in how Europeans engaged with, understood and categorised the Chinese language and nation.

### Additional Readings

**Primary**

*The Chinese Repository*, vols 1-20, (1833-1851), available online via Biblioteca Sinica

*A Chinese Chrestomathy in the Canton Dialect* (Macao, 1841)


Williams, Samuel Wells, *The Chinese Commercial Guide* (Canton, 1856)

Williams, Samuel Wells, *The Middle Kingdom* (New York City, NY, 1848), 2 vols

Williams, Samuel Wells, *Easy Lessons in Chinese* (Macao, 1842)

Bridgman, Eliza, *The Life and Labors of Elijah Coleman Bridgman* (New York City, NY, 1864)

**Secondary**


Bays, Daniel, *Christianity in China: From the Eighteenth Century to the Present* (Stanford, CA, 1999)

Brokaw, Cynthia J., and Kai-Wing Chow (eds), *Printing and Book Culture in Late Imperial China* (Los Angeles, CA, 2005)

Chen, Song-Chuan, *Merchants of War and Peace: British Knowledge of China in the Making of the Opium War* (Hong Kong, 2017)


Hillemann, Ulrike, *Asian Empire and British Knowledge: China and the Networks of British Imperial Expansion* (Basingstoke, 2009)
Lackner, Michael and Natascha Vittinghoff (eds), *Mapping Meanings: The Field of New Learning in Late Qing China* (Leiden, 2004)
Reed, Christopher, *Gutenberg in Shanghai: Chinese Print Capitalism, 1876-1937* (Honolulu, 2005)
Spence, Johnathan, *The Search for Modern China* (New York City, NY, 1999)

**Week 20: Mapping the Middle Kingdom**

**Seminar Questions**

- What were the sources for Williams’s map of China in *The Middle Kingdom*?
- What vision of China does Williams’s map project?
- How did Williams establish the authority of his map of China?
- To what extent did European maps influence Chinese cartography?

**Seminar Readings**

** Williams, Samuel Wells, *The Middle Kingdom* (New York, 1848), vol. 1, ix-xxii, 1-26 and 43-65**

** Map of Chinese Empire (New York, NY, 1848)**


NB. Again, you are not expected to read Chinese. Do not be intimidated by the appearance of Chinese characters or worry about trying to understand it. We simply want to understand how Europeans produced maps of China and kind of political vision this represented.

**Additional Readings**

**Primary**

A wide range of maps of China, from the 1700s to the 1900s, can be found through the following online collection: David Rumsey Rare Maps: [www.davidrumsey.com](http://www.davidrumsey.com)
Secondary


Harley, J. Brian, ‘Maps, Knowledge, and Power’ in Cosgrove, Denis and Stephen Daniels (eds), *The Iconography of Landscape* (Cambridge, 1988)


Hostetler, Laura, ‘Contending Cartographic Claims? The Qing Empire in Manchu, Chinese, and European Maps’, in Akerman, James (ed.), *The Imperial Map: Cartography and the Mastery of Empire* (Chicago, IL, 2009)


Hostetler, Laura, *Qing Colonial Enterprise: Ethnography and Cartography in Early Modern China* (Chicago, IL, 2005)


Thrower, Norman, *Maps and Civilization: Cartography in Culture and Society* (Chicago, IL, 2007)
Week 21: Empire of the Book: Student Conference

This seminar will consist of student presentations on the topic of either their dissertation or coursework essay. Each student will give a presentation, with a PowerPoint, and answer questions from the seminar group.

Further details will be circulated by the module convenor nearer the time.

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Week 22: Revision Seminar

The final seminar will be focused on revision and preparing for the exam. It will help to have your notes from the year with you.