

# IDS 2935: The End of Empires: Imperialism to Decolonization

## Quest I: Justice and Power

### I. General Information

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#### Class Meetings

- Fall 2024
- 100% In-Person, No GTAs, 35 Residential
- T | 3:00 PM – 4:55 PM, LIT 0125
- R | 4:05 PM – 4:55 PM, MAT 0117

#### Instructor

- Barnaby Crowcroft
- CSE E540
- [scrowcroft@ufl.edu](mailto:scrowcroft@ufl.edu)
- *Office Hours:* R | 11:00-12:00 ; T | 11:00 – 12:00

#### Course Description

Empires, rather than nation-states, have always been the principal actors in the history of world events. Yet less than 75 years ago, in the middle of the twentieth century, they suddenly disappeared throughout the world. Today, we live in a world which, for perhaps the first time in human history contains – officially at least – no empires. How can we explain this transformation? What is the nature of the political world in which we now live? How is it different to those that have come before – and why? What does it mean for a political community to be independent? This multidisciplinary course considers a stretch in the history of Western civilization – from the age of imperialism to the era of global decolonization – in which a world inhabited empires was replaced by one of nation-states. We approach these questions by studying some of the Great Books that have shaped and responded to these changes, including memoirs, fiction, poetry, and modern works of interpretation. In exploring major debates over empire and

independence, students will also explore ideas about political order, concepts of self-government and self-determination, and the larger questions of what men and women live by.

### Quest and General Education Credit

- Quest I
- Humanities
- Writing Requirement (WR) 2000 words

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

*The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.*

*Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.*

### Required Readings and Works

- Required Readings: Students should purchase Joseph Conrad, *Heart of Darkness* and Naguib Mahfouz, *Karnak Café*, in any available edition.
- Additional required readings will be available as PDFs on Canvas.
- The writing manual for this course is: *Elements of Style*, 4<sup>th</sup> edition. (1999). ISBN: 9780205309023.
- Materials and Supplies Fees: N/A

## II. Graded Work

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### Description of Graded Work

**1. Active Participation and Attendance: 20%**

**a. Participation: 10%**

- i. An exemplar participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants. See participation rubric below. (R)

**b. Class Attendance: 10%**

- i. On-time class attendance is required for this component of the course grade. Class attendance will be recorded daily. You may have two unexcused absences without any penalty, but starting with the third class missed your grade will be affected. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A- becomes a B, and so on.
- ii. Except for absence because of religious holiday observance, documentation is required for excused absences, [per university policy](#). Excessive unexcused absences (10 or more) will result in failure of the course. If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.

**2. Experiential Learning Component (Rare Books Library Session): 10%**

During the semester, the class will visit the Harold & Mary Jean Hanson Rare Book Collection in the UF Smathers Library and explore manuscripts in the African Studies collections relating to empire and decolonization. Students will be introduced to the Library's African Studies Collections and its primary Students will experience handling these rare materials with their own hands and examining them directly. They will complete a short assignment during the session about the materials in relation to themes in the course (instructions to be given during the session). Date: tba.

**3. In-class Reading Quizzes: 20%**

- a. Reading quizzes will be administered at the start of class on Tuesday, five times throughout the semester. They will test the student's knowledge of the week's readings, and will contain short-answer, true/false, and multiple-choice questions. Professor will provide written feedback on your short-answer questions. See examination rubric below. (R)
- b. Quiz dates: Weeks 5, 9, 12, 14.

**4. Midterm Examination: 25%**

- a. In Week 7, a midterm examination will be administered in class. The examination will be an in-class, 50-minute exam including essay and short-answer questions. Professor will provide written feedback on your essay and/or short-answer questions in order to give the opportunity to improve writing skills ahead of the Final Analytical Paper. See examination rubric below. (R)

**5. Final Analytical Paper: 25%**

- a. During Week 15, you will submit a 2,000 word (minimum) analytical essay addressing a short story, historical document or other artefact to be agreed with Professor by Week 5. You will develop an analytic argument related to the themes of the course and your chosen study. Your paper must refer at least four course readings. See Canvas for more details. Professor will provide written feedback. See writing rubric below. (R)
- b. Professor will evaluate and provide written feedback, on all the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- c. You may want to access the university's [Writing Studio](#).
- d. An additional writing guide website can be found at [OWL](#).

### III. Grading Scale and Rubrics

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#### Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

## Participation Rubric

<b>A</b>	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
<b>B</b>	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
<b>C</b>	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
<b>D</b>	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
<b>E</b>	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

## Writing Rubric

	A	B	C	D	E
<b>Thesis and Argumentation</b>	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	There is neither a thesis nor any argument.
<b>Use of Sources</b>	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Primary and/or secondary texts are almost wholly absent.	Primary and/or secondary texts are wholly absent.
<b>Organization</b>	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.
<b>Grammar, mechanics and style</b>	No errors.	A few errors.	Some errors.	Many errors.	Scores of errors.

## Examination Rubric: Essays and Short Answers

	A	B	C	D	E
<b>Completeness</b>	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Shows a limited understanding of the question. Does not address most aspects of the question.	Fails fully to answer the specific central question.	Does not answer the specific central question.
<b>Analysis</b>	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Analyses or evaluates issues and events, but not in any depth.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Lacks analysis or evaluation of the issues and events.
<b>Evidence</b>	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Does not adduce any evidence.
<b>Writing</b>	Presents all information clearly and concisely, in an organized manner.	Presents information fairly and evenly and may have minor organization problems.	Lacks focus, somewhat interfering with comprehension.	Organizational problems prevent comprehension.	Incomprehensible organization and prose.



## IV. Annotated Weekly Schedule

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Week	Topic, Homework & Assignment
1	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Empires and Independence</li> <li>— <b>Class dates:</b> August 22</li> <li>— <b>Summary:</b> Empires have always driven history and shaped the lives of the world's inhabitants – yet today they have not only disappeared but are regarded as wholly negative things. This section will introduce some major concepts and questions of the course and of the revolutionary shift between empire and independence. We will also discuss the value of looking at literary works to explain political ideas and phenomenon in history.</li> <li>— <b>Readings:</b> Niall Ferguson, 'Empires with Expiration Dates', <i>Foreign Policy</i>, No. 156 (Sep. Oct., 2006), pp. 46-52 (7 pages); Isaiah Berlin, 'The Bent Twig: On the Rise of Nationalism', in <i>The Crooked Timber of Humanity</i> (Oxford, 2013), pp.253-278.</li> </ul>
2	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Why Imperialism? I</li> <li>— <b>Class dates:</b> August 27 &amp; 29</li> <li>— <b>Summary:</b> Why did people become involved in empire? How did they explain it to themselves, and to others? What kinds of careers did this encompass – and do they resemble ones we recognise today? We begin our exploration of empire by looking at the early experience of one of the most famous political figures of the twentieth century – and youthful imperialist – Winston Churchill.</li> <li>— <b>Readings:</b> Winston Churchill, <i>My Early Life: A Roving Commission</i> (London: Eland, 2002 [1930]): Chap. 1 ('Childhood'), Chap.4 ('Sandhurst'), Chap.5 ('Fourth Hussars'), Chap.7. ('Hounslow'), Chap.9 ('Education') and Chap. 10 ('Malakand Field Force') (c.70 pages)</li> </ul>

3	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Why Imperialism? II</li> <li>— <b>Class dates:</b> September 3 &amp; 5</li> <li>— <b>Summary:</b> We continue our study of imperial motivation by looking at works by one of Britain’s most famous imperialist authors, Rudyard Kipling. Looking at Kipling’s characters we explore the diverse range of agents of empire as well as the diversity of the imperial experience.</li> <li>— <b>Readings:</b> Rudyard Kipling, ‘The Man who would be King’, ‘Only a Subaltern’, and ‘The Education of Otis Yeere’ [in <i>The Man who would be King and Other Stories</i>, pp.244-279; 155-169; 81-102)</li> </ul>
4	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Heroism and Empire</li> <li>— <b>Class dates:</b> September 10 &amp; 12</li> <li>— <b>Summary:</b> How important was heroism to empire? Is it possible to be both heroic and an imperialist? Would we still consider the actions of some the heroes of empire as heroic today? We will probe these questions through a study of the death of General George Gordon at Khartoum in 1885.</li> <li>— <b>Readings:</b> Lytton Strachey, ‘The End of General Gordon’ (in <i>Eminent Victorians</i>, pp.189-221); <i>General Gordon’s Khartoum Journal</i>, entries for November 26 – December 14, 1884 (pp.359-397).</li> <li>— <b>Assessment:</b> Reading Quiz #1 (Sept 10)</li> </ul>
5	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Exploitation and Atrocity I</li> <li>— <b>Class dates:</b> September 17 &amp; 19</li> <li>— <b>Summary:</b> This week we look at two works by one of the most influential novelists of empire – and former-merchant seaman – Joseph Conrad. Focusing on the period of the infamous Scramble for Africa, we will explore how imperial exploitation was possible in the world, and how far imperialists got away with it.</li> <li>— <b>Readings:</b> Joseph Conrad, ‘An Outpost of Progress’ (28 pages); Conrad, <i>Heart of Darkness</i>, Chap.1 (pp.1-38)</li> </ul>
6	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Exploitation and Atrocity II</li> <li>— <b>Class dates:</b> September 24 &amp; 26</li> <li>— <b>Summary:</b> We conclude our reading of Joseph Conrad’s <i>Heart of Darkness</i> and discussion of exploitation and atrocity in empire. Moving into the history of the early-twentieth century, when Conrad was writing, we will also consider ideas about ‘Orientalism’ – in European portrayals of the non-Western world – and the question of ‘complicity’ in empire.</li> <li>— <b>Readings:</b> Joseph Conrad, <i>Heart of Darkness</i>, Chaps.2 &amp; 3 (pp.39-104)</li> <li>— <b>Assessment:</b> Reading Quiz #2 (Sept 24)</li> </ul>

7	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Social Class and Empire</li> <li>— <b>Class dates:</b> October 1 &amp; 3</li> <li>— <b>Summary:</b> Was imperialism the product of hierarchical and aristocratic societies – and did democratic social and political change make empire unsustainable? How far do modern Western societies resemble the ones which presided over the era of empire? This week we will discuss the relationship between social class and empire with reference to a short story by Somerset Maughan, a keen observer of empire between the world wars and a consummate snob.</li> <li>— <b>Readings:</b> Somerset Maughan, ‘The Outstation’ (42 pages) (in <i>More Far Eastern Tales</i>)</li> </ul>
8	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Imperial Demise I</li> <li>— <b>Class dates:</b> October 8 &amp; 10</li> <li>— <b>Summary:</b> This week, we examine two influential anti-imperialist works by authors working between the world wars: E.M Forster and George Orwell. Our discussion of the beginning of the end of empire will consider questions about the early drivers of decolonization: whether, for example this was driven by resistance from colonized populations, or a loss of belief in the imperial mission at home.</li> <li>— <b>Readings:</b> Watch: <i>A Passage to India</i> (dir. David Lean; 1985: 164 minutes); read George Orwell, ‘Shooting an Elephant’ (1936) (6 pages)</li> <li>— <b>Assessment:</b> Midterm Examination (Oct 8)</li> </ul>
9	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Imperial Demise II</li> <li>— <b>Class dates:</b> October 15 &amp; 17</li> <li>— <b>Summary:</b> How did the ideals of anti-imperialism shoot to prominence after the Second World War – and with what consequences? Was the emergence of an international world and its political institutions the death-knell of empire? This week we will watch (in class) an important film interpretation of Graham Greene’s <i>The Quiet American</i> (1955) and discuss a pivotal academic text.</li> <li>— <b>Readings:</b> Wm Roger Louis &amp; Ronald Robinson, ‘The Imperialism of Decolonization’, <i>The Journal of Imperial and Commonwealth History</i> 22 (1994)</li> </ul>

<p>10</p>	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Imperial Demise III</li> <li>— <b>Class dates:</b> October 22 &amp; 24</li> <li>— <b>Summary:</b> We conclude our exploration of causes of empire’s decline through a study of one of the great satirical novels of decolonization, Anthony Burgess’ <i>Malayan Trilogy</i> (1956-9). We look at the insights this closely observed contemporary account can give us into the politics of movements against empire. We also explore the role satire and humor play as solvents of imperial values.</li> <li>— <b>Readings:</b> Anthony Burgess, <i>Enemy in the Blanket</i> (1958), Chapters 1, 6-10, 15-16 (c.50 pages); Stuart Ward, ‘No nation could be broker’: The satire boom and the demise of Britain’s world role’ (pp.91-110, in MacKenzie, ed., <i>British Culture and the End of Empire</i>).</li> <li>— <b>Assessment:</b> Reading Quiz #3 (Oct 22)</li> </ul>
<p>11</p>	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Modernization and Traditional Society</li> <li>— <b>Class dates:</b> October 29 &amp; 31</li> <li>— <b>Summary:</b> Is technological modernity indelibly linked to the decline of empire as a political form? Are ideas about political order down-stream of economic development? This week, we look at a classic Middle Eastern literary representation of the passing of traditional society and onset of Western-led modernization in the Arabian Peninsula.</li> <li>— <b>Readings:</b> Abdulrahman Munif, <i>Cities of Salt</i> (1987), Chaps.1-5 (50 pages); Nils Gilman, <i>Mandarins of the Future: Modernization Theory in Cold War America</i> (2004), Chap.1 (pp.1-22)</li> <li>— <b>Assessment:</b> Experiential Learning Assignment Due (Oct 31 by 6 PM)</li> </ul>
<p>12</p>	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Dilemmas of Post-Colonialism</li> <li>— <b>Class dates:</b> November 5 &amp; 7</li> <li>— <b>Summary:</b> What are the dilemmas that face new nations asserting independence? To what extent are these legacies of empire – and can imperial inheritances be overcome? This week will explore concepts and ideas that are crucial to understanding modern politics in the non-Western world through some of the works of one of Africa’s great post-colonial authors, Chinua Achebe.</li> <li>— <b>Readings:</b> Chinua Achebe, ‘Dead Men’s Path’ (1953), ‘The Voter’ (1965), ‘Vengeful Creditor’ (1971), and ‘Girls at War’ (1970) (in <i>Girls at War and Other Stories</i>, pp.70-75; 13-21; 50-70; 101-120).</li> <li>— <b>Assessment:</b> Reading Quiz #4 (Nov 5)</li> </ul>

13	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Independence and Disillusionment I</li> <li>— <b>Class dates:</b> November 12 &amp; 14</li> <li>— <b>Summary:</b> How can we grapple with the paradox that independence from empire could result in less freedom and political liberty than before? What can this tell us about the use of concepts like empire and nation? How important were imperial legacies against more immediate political contexts? In addressing such questions, this week we begin Egyptian novelist Naguib Mahfouz’s classic account of political repression and military rule in Egypt.</li> <li>— <b>Required Reading:</b> Naguib Mahfouz, <i>Karnak Café</i> (1974), pp.1-50.</li> </ul>
14	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Independence and Disillusionment II</li> <li>— <b>Class dates:</b> November 19 &amp; 22</li> <li>— <b>Summary:</b> We continue our study of Mahfouz’s <i>Karnak Café</i>. How does Mahfouz explain the disappointments and disillusionment with independence that emerged following decolonization? Is it right to debate “what went wrong” in post-colonial nation-states? How should we define success?</li> <li>— <b>Readings:</b> Naguib Mahfouz, <i>Karnak Café</i> (1974), pp.50-100</li> <li>— <b>Assessment:</b> Reading Quiz #5 (Nov 22)</li> </ul>
15	<ul style="list-style-type: none"> <li>— <b>Topic:</b> Re-examining Empire and Independence</li> <li>— <b>Class dates:</b> December 3</li> <li>— <b>Summary:</b> In this last week, we will reflect in class discussions on the varieties of empire and independence that we have studied throughout the course. How has studying these ideas and these literary representations shaped your own understanding of political order and political organisation in the world?</li> <li>— <b>Assessment:</b> Analytical Paper Due (Dec 3 by 6 PM)</li> </ul>

## V. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved the [Quest](#) the [General Education student learning outcomes](#) for Humanities (H).

[Humanities \(H\)](#) Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key events, influences, and biases that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

**Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain the methodologies used across humanities disciplines to examine essential ideas about imperialism, self-government and the history of decolonization (Quest 1, H). **Assessment:** midterm exam, analytical essay, in-class reading quizzes.
- Identify, describe, and explain key ideas and questions about imperialism, decolonization and broader nineteenth and twentieth century world history (Quest 1, H). **Assessment:** midterm exam, analytical essay, in-class reading quizzes.

**Critical Thinking:** *Students carefully and logically analyse information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Analyse how ideas about society and self-government operate from the era of empire to the present (Quest 1, H). **Assessment:** analytical essay, midterm exam.
- Analyse and evaluate specific accounts of human reaction to concepts that challenge our own notions of self-government and imperialism, using close reading, critical analysis, class discussion, and personal reflection. (Quest 1, H). **Assessment:** analytical essay, midterm exam.

**Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts (Quest 1, H). **Assessment:** analytical essay, midterm exam.
- Communicate well-supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections on democracy (Quest 1, H). **Assessment:** active class participation, experiential learning component.

**Connection:** *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with students' intellectual, personal, and professional lives at UF and beyond. (Quest 1). **Assessment:** experiential learning component, analytical paper.
- Reflect on students' own and others' experience with thinking about the practical consequences of belief in ideas about imperial rule and self-government, in class discussion and written work (Quest 1). **Assessment:** experiential learning component, analytical paper.

## VI. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

During the semester, the class will visit the Harold & Mary Jean Hanson Rare Book Collection in the UF Smathers Library and explore manuscripts in the African Studies collections relating to empire and decolonization. Students will be introduced to the Library's African Studies Collections and its primary Students will experience handling these rare materials with their own hands and examining them directly. They will complete a short assignment during the session about the materials in relation to themes in the course (instructions to be given during the session). Date: tba

### 2. Details of Self-Reflection Component

Self-reflection is built into many of the assignments, primarily through the reading questions that students create, the analytic essay assignment, and the democracy experiential learning assignment. In these opportunities for self-reflection offered by specific activities throughout the course, students will reflect on the broader implications of the themes of the course, considering the impact to themselves and/or to a wider community.



## VII. Required Policies

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).