

HIST 496: Special Topics in European History
Empire! Colonial Encounters in a British World, 1550-1997



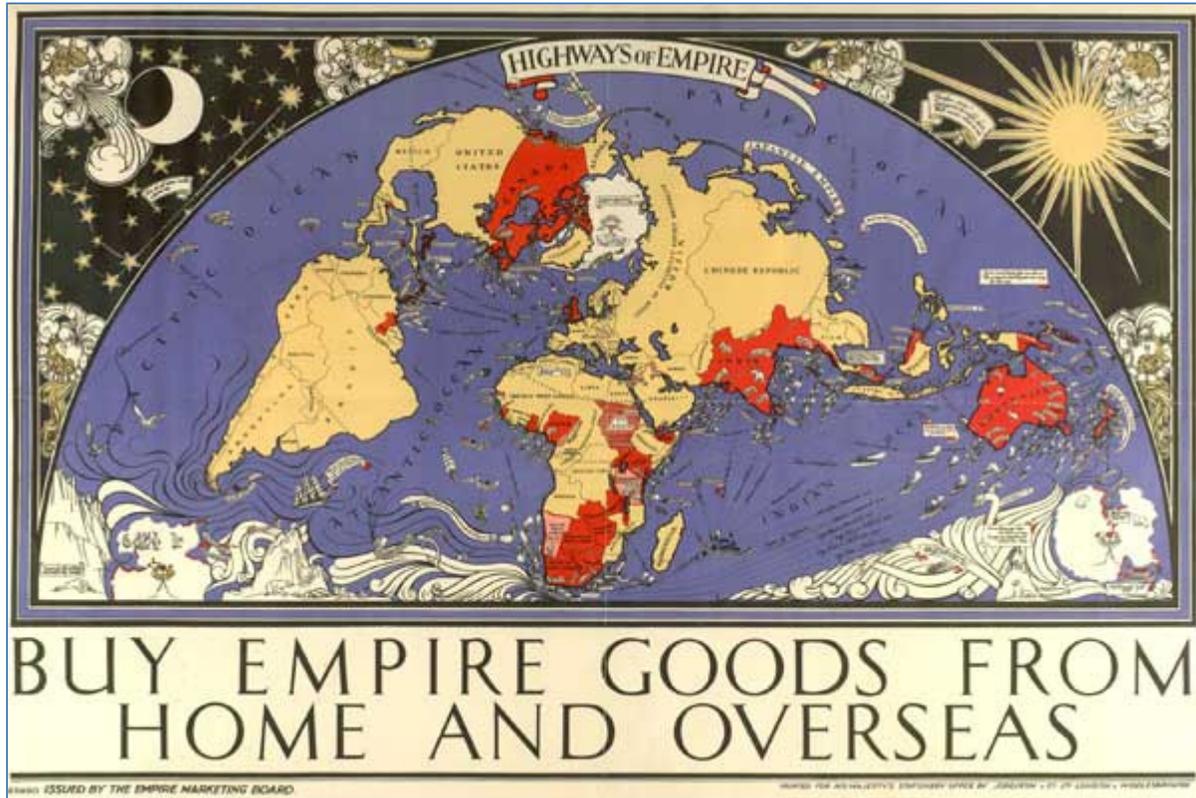
History 496
Wednesday
3 credit hours
Fall Term 2012
Elizabeth City State University

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Blackboard Course Site/Blog: <http://ecsu.blackboard.com/>

Office Hours: MWF 10:00-12:50, MW 2:00-2:50, and by appointment

Class Meets: Wednesday 5:00-7:50 in Moore Hall 246 + streamed lived on Blackboard with Echo 360



Course Description

This Special Topics course will examine the history of the British Empire from the reign of Queen Elizabeth I, during which pirates, privateers, explorers, and adventurers from the British Isles took to the seas in the name of commerce, wealth, power, and adventure, to the return of Hong Kong to the People's Republic of China in 1997. During the intervening centuries, a British state and people encountered cultural "others" from across the planet, established trading companies and colonies, traded sugar, tobacco, cotton, manufactured goods, and human beings, fought brutal wars of expansion, and

disseminated British ideas, institutions, people, and goods from Canada to the Antipodes, from the Caribbean to India. In sum, the British built an empire “upon which the sun never set,” the largest in World history.

This course will provide students with an overview of the political, military, and economic history of the British Empire. It will also focus, however, on how the empire was made, negotiated, and resisted through political and cultural encounters with the peoples and cultures of the world. Consequently, the course will pay due weight to the ways in which the experience of empire shaped the lives and worldviews of “the colonized.” All those involved in this story, whether voluntarily or involuntarily, took part in an undertaking that profoundly changed the world and Britain itself. We will explore the experiences of the huge variety of colonial peoples – among them pirates and merchants, slaves and missionaries, settlers and soldiers – in both the empire and the British Isles.

Course Readings

Required books:

Niall Ferguson. *Empire: The Rise and Demise of the British World Order and the Lessons for Global Power*. Basic Books, 2004. ISBN 978-0465023295.

Miles Ogborn, *Global Lives: Britain and the World, 1550-1800*. Cambridge University Press, 2008. ISBN 78-0521607186.

Recommended books:

Nigel Dalziel and John Mackenzie. *The Penguin Historical Atlas of the British Empire*. Penguin, 2006. ISBN 978-0141018447.

Program Outcomes (History)

The program in History at ECSU is designed to provide students with a broad liberal arts education, create an environment for students to develop academic skills in understanding their culture, history and those of other societies and nations. The History program is committed to preparing thoughtful citizens and productive members of a global society through the utilization of diverse pluralistic curricula. The program is organized to prepare students for advanced study in history and law, as well as prepare students for careers in education, public history, government, research and other related occupations throughout the world.

1. Majors will be able to employ historical methods in the selection and use of a variety of resources (primary, secondary, historical and interdisciplinary).
2. Majors will be able to analyze a variety of primary and secondary resources, to draw conclusions about historical occurrences across time and throughout the world.
3. Majors will be able to analyze and provide in depth identification of motives, reasons and/or causes and effects of specific historical occurrences across time and throughout the world.
4. Majors will be able to produce an original piece of historical research that answers a specific historical question, using a variety of primary and secondary, historical and interdisciplinary resources.
5. Majors will be able to critically assess issues, events, ideas and theories of various periods of history, while showing an ability to engage in differing interpretations regarding those issues,

events, ideas and theories.

Student Learning Outcomes



1. Students will be able to employ historical methods in the selection and use of a variety of resources (primary, secondary, historical and interdisciplinary) in the development of a research project that connects local history to a larger global history of British imperialism.
2. Students will be able to analyze a variety of primary and secondary resources, to draw conclusions about historical occurrences across time and space in the history of the British Empire.
3. Students will be able to analyze and provide in depth identification of motives, reasons and/or causes and effects of empire.
4. Students will be able to critically assess issues, events, ideas and theories across the history of the British Empire while showing an ability to engage in differing interpretations regarding those issues, events, ideas and theories.

Course Evaluation

Your final grade will be computed according to your performance in the following activities:

ASSIGNMENT	VALUE	DUE DATE*
Class Participation and Quizzes	20%	n/a
Reflection Journal	20%	Weekly
Mid-Term Examination	15%	October 10
Research Project	25%	November 28
Final Examination	20%	TBA

Grading Scale

A 100-90 B 89-80 C 79-70 D 69-60 F 59 and below

What an “A” means: Designates work of exceptionally high quality. The “A” grade represents the highest level of academic attainment; it is given only for work of the highest quality.

What a “B” means: Designates work which is above average and of good quality. The “B” grade represents a high level of academic attainment; it is given for work which is above average but lacks the high quality of “A” work.

What a “C” means: Designates work which is satisfactory and of average quality. The “C” grade represents an adequate level of academic attainment; it is given for work which is acceptable but lacks the superior quality of “B” work.

What a “D” means: Designates work of less than satisfactory quality. The “D” grade represents a minimal level of academic attainment; it is given for work which is less than average in quality but is at least of sufficient quality to meet minimum standards in most courses and thus carries credit.

What an “F” means: Designates work of such unsatisfactory quality that no credit is awarded.

Course Participation and Quizzes (20%)

The study of history is not simply a passive process of remembering names and dates or of uncovering obscure or unknown facts (though these things are part of it). It is an active process – a full-contact sport, some say – of interpretation, disagreement, and argumentation. **This said, all students will be expected to offer informed and thoughtful participation. Be sure to carefully complete course readings and assignments before class.**

The instructor reserves the right to administer announced and unannounced (“pop”) quizzes.

PARTICIPATION AND ATTENDANCE RUBRIC¹				
	Excellent (A)	Good (B)	Average / Needs Help (C)	Inadequate (D-F)
Attendance² / Promptness	Student is always prompt and never misses class without documentation.	Student is occasionally late to class (once every two weeks) and regularly attends class (few or no undocumented absences).	Student is frequently late to class and regularly attends class (few or no undocumented absences).	Student is usually late to class more than once a week and/or has poor attendance of classes.
Level Of Engagement In Class	Student contributes to class by offering ideas and asking questions more than once per class.	Student contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.
Listening Skills	Student listens when others speak, both in groups and in class. Student incorporates or	Student listens when others speak, both in groups and in class.	Student does not listen when others speak, both in groups and in class.	Student does not listen when others speak and/or is disruptive.

¹ Adapted from TeAch-nology.com, <http://teachers.teach-nology.com/cgi-bin/classpar.cgi> (accessed 16 December 2010).

² See university and course attendance policies below.

	builds off of the ideas of others.			
Behavior³	Student never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student frequently displays disruptive behavior during class.
Preparation	Student is always prepared for class. She or he has read all required readings and/or completed all assignments.	Student is usually prepared for class. She or he has read most required readings and/or completed all assignments.	Student is rarely prepared for class. She or he has read some required readings and/or completed all assignments.	Student is almost never prepared for class. She or he does not read required readings and/or does not complete all assignments.

Course Expectations

- **Read the syllabus, and know what is expected of you.** This is a college-level course, and you are an adult. You are expected to complete the readings and assignments as described in the syllabus. **Keep the course schedule (below) handy!**
- **Mobile phones** must be switched to silent mode during class (see me if you have some compelling reason to keep your mobile phone on). Text messaging will not be tolerated under any circumstances. Please keep your phone in your bag or pocket. **The instructor will administer a pop quiz on any occasion when mobile phones are being used by any student without permission.**
- During quizzes and examinations, **all electronic devices** (including, not limited to, mobile phones, iPods, and PDAs) must be put away.
- **Notebook computers** should only be used for instructor-approved activities and **must** be closed during class discussions. **The instructor withholds the right to limit or ban the use of computers in the classroom.**
- Be prompt to class. If you must be late, please quietly enter the classroom and find a seat. **The instructor withholds the right to mark frequently tardy students absent from class.**
- Observe the etiquette of what I call **the civil classroom**, that is, **demonstrate respect toward your classmates and instructor. Do not ridicule, raise your voice to, or interrupt others. Respect the ideas and opinions of your classmates, even if they are different from yours.**
- The instructor will enforce a **twenty-four-hour waiting period on all returned assignments.** After a paper, exam, or other assignment has been returned, please wait a minimum of 24 hours before discussing it with the instructor. Please take time to read over your work and the instructor's comments.
- **Please keep your correspondence with the instructor cordial and professional.**
 - Unacceptable: "Yo mr. reed what r we doing in class 2day?"
 - Acceptable: "Prof. Reed, What are we doing in class today? Thanks, Joe."

³ See course expectations below.

Reflection Journal (20%)

You will maintain a reflection journal on our Blackboard course site through the semester. Each week, you should write 250-300 words in your journal that summarize and respond to one or more of the week's textual/audio/video/visual sources, contemplates the work that historians do, or answers a specific question or question posed by your instructor. The journals will be evaluated regularly.

Mid-Term Examination (15%)

The mid-term examination will be a one-hour exam administered in class on **October 10**. It will consist of term identifications, short answer questions, and an essay.

Research Project (25%)

On **April 28**, you will submit and give a 10-minute presentation on a 10-15-page research paper that examines a local/regional historical topic in the context of Britain's global empire.

A more detailed assignment explanation, resource guide, list of possible topics, and rubric will be distributed by week 3. **Throughout the term, you will submit "research trail" assignments so that the instructor can provide feedback and offer assistance on your progress.**

Final Examination (20%)

The final examination will be a two-hour exam administered on **TBA**. It will consist of term identifications, short answer questions, and one or more essays.

Course Policies and Expectations

By signing the course contract, you agree that you have read and understand course policies and expectations. If you have questions about the policies, please see the instructor immediately.

Late Policy

Assignments should be submitted in a timely manner. Students will be penalized one-half letter grade (5%) per school day for any assignment submitted late.

Submitting and Retaining Work

All work must be submitted through the Blackboard course site as explained in the assignment instructions. **E-mailed assignments will not be accepted under any circumstances.**

Retain electronic and hard copies of all work until the instructor has posted your final grade and you have reviewed it. Save them to a USB drive or external hard drive, attach them to an e-mail message to yourself, or use the services of an online "cloud" provider.

If you believe that a grade has been erroneously or unfairly assigned, you must discuss the matter with the instructor first. Only if you fail to reach a satisfactory resolution with the instructor should you contact the department chair about your problem. It is the chair's responsibility to review any grade disputes and refer them, if necessary, to the dean.

Inclement Weather and Class Cancellation Policy

Class will not meet if the university is closed for inclement weather or any other reason. Closure announcements are made on the ECSU website (URL: <http://www.ecsu.edu/ecsualert>), through university e-mail listservs, and through local media outlets. **If the university is closed, students are expected to submit assignments at the next class session.**

If the instructor must cancel a class meeting, he will announce alternate arrangements via e-mail and on our Blackboard course site. **Students are expected to make a good faith effort to submit assignments electronically on Blackboard. If the university is open, and there are no e-mail or Blackboard announcements, please assume that class will meet.**

Incomplete Grade Policy

A course grade of Incomplete (I) will be given only if there is a compelling and documented reason (family tragedy, serious illness). A grade of Incomplete (I) is offered at the instructor's discretion.

Course Statement on Technology

All students should activate and use their ECSU e-mail account and their Blackboard account. **You should check your ECSU e-mail and our Blackboard course site regularly.**

Academic Dishonesty

University Policy:

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative and is not intended to be exhaustive.

- **PLAGIARISM.** Plagiarism is presenting another person's work as one's own. It includes paraphrasing or summarizing the works of another person without acknowledgement, including submitting another student's work as one's own.
- **CHEATING.** This involves giving or receiving unauthorized assistance before, during or after an examination.
- **UNAUTHORIZED COLLABORATION.** Submission for academic credit for a work, product or a part thereof, represented as being one's own effort that has been developed in substantial collaboration with or without assistance from another person or source is a violation.
- **FALSIFICATION.** It is a violation to misrepresent material or fabricate information in an academic exercise or assignment.
- **MULTIPLE SUBMISSIONS.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases where there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or even required.

Department Policy:

DEFINITION: Plagiarism, or academic dishonesty, is the act of taking credit for work done by another. It includes the following actions:

- “cutting and pasting” material found on the internet, that is, taking chunks of content off of a web page without citation;
- using material prepared by others, such as papers and assignments, and handing them in as if they were the student’s own;
- taking direct quotations from any source—not just printed—without putting the words cited between quotation marks (“ ”); and
- rephrasing material from another source and then failing to mention the source in a footnote/endnote and/or a “works cited” page.

Sources can include books, any content on a website, articles from magazines or journals, television or radio programming, oral interviews, lectures, written projects, or any material illustrated on poster board. **In other words, if you use any content created by another, you must acknowledge it.**

Academic dishonesty also includes cheating on examinations, quizzes, or any in-class assignment. Cheating is defined by the instructor.

PENALTY: **For the first offense, the student will receive a “0” on the assignment.** In addition, a letter will be written to the student informing them of this, and a copy of the letter will be sent to the student’s advisor. **If the student violates the policy a second time, the student will fail the course, and another letter will be written to the student and copied to the student’s advisor, department chair, and dean.** The two offenses can be in different classes (one offense in one course and one in another course equal two offenses).

For the third offense, the student will be referred to the Academic Standards and Credits Committee (see 2008-2010 catalog, pgs. 60-61).

Support Services and Accommodations

The **Center for Special Needs Students, Ridley Student Center 121**, provides an academic support program designed to assist students with learning disabilities and physical disabilities. The goal is to make the University accessible to all students with disabilities.

ECSU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The university is required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.**

Any student in the class who has a disability that may prevent full demonstration of ability should **contact the instructor personally before the end of the first week of classes** so that a discussion can be held

regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.

Course Schedule		
<ul style="list-style-type: none"> • Electronic Reserve [ER] course readings can be found on the Blackboard course site under “E-Reserve.” • Ferguson refers to Niall Ferguson, <i>Empire</i>, and Ogborn refers to <i>Global Lives</i>. • The instructor reserves the right to revise the readings schedule as needed. 		
Date / Topics	Skills / Assignments	Readings
22 August / An Island Race?		
29 August / Explorers, Pirates, and Buccaneers: Opening the North Atlantic, 1480-1620	Map Assignment 1 due	<ul style="list-style-type: none"> • Ferguson, Introduction, 2-10 and 46-69 • Ogborn, 169-196 • Linda Colley, <i>Captives</i> [ER] • Sir John Seeley, <i>The Expansion of England</i> [ER]
5 September / The Company-State in India, 1600-1820		<ul style="list-style-type: none"> • Ferguson, 14-43 • Ogborn, 78-111 • East India Company Charter [ER] • Edmund Burke [ER] • Nicholas Dirks, <i>The Scandal of Empire</i> [ER]
12 September / The End of the First British Empire: North America, 1750-1780	Research Trails 1 due	<ul style="list-style-type: none"> • Ferguson, 69-83 • Ogborn, 47-77 • David Armitage, <i>Ideological Origins of the British Empire</i> [ER]
19 September / Empire and Exploration: The Opening of the Pacific, 1760-1800		<ul style="list-style-type: none"> • Journals of Captain Cook [ER] • Inga Clendinnen, <i>Dancing with Strangers</i> [ER]
26 September / The Humanitarian Impulse, Missionaries, and the End of Slavery, 1780-1838		<ul style="list-style-type: none"> • Ferguson, 58-69 and 93-101 • Ogborn, 261-294 • Sir John Hawkins [ER] • Olaudah Equiano [ER] • Eric Williams, <i>Capitalism and Slavery</i> [ER] • Catherine Hall, <i>Civilising Subjects</i> [ER]

<p>3 October /</p> <p>Liberalism, Reform, and Rebellion, 1820-1865</p>	<p>Map Assignment 2 due</p>	<ul style="list-style-type: none"> • Ferguson, 83-92 and 120-136 • David Cannadine, <i>Ornamentalism</i> [ER] • Bernard Cohn, <i>Colonialism and Its Forms of Knowledge</i> [ER] • Durham Report [ER] • Thomas Babington Macaulay, Minute on Indian Education [ER]
<p>10 October</p>	<p>Mid-Term Examination</p>	
<p>17 October /</p> <p>White Settler Societies and the Dispossession of Native Peoples, 1840-70</p>	<p>Research Trails 2 due</p>	<ul style="list-style-type: none"> • Richard Price, <i>Making Empire</i> [ER] • P.J. Marshall [ER] • John Stuart Mill [ER] • Edward Gibbon Wakefield [ER]
<p>24 October /</p> <p>The Scramble for Africa and the New Imperialism, 1870-1914</p>		<ul style="list-style-type: none"> • Ferguson, 137-221 • Rudyard Kipling, “The White Man’s Burden” and “Recessional” [ER] • Cain and Hopkins, “Gentlemanly Capitalism” [ER] • John MacKenzie, <i>Imperialism and Popular Culture</i> OR Bernard Porter, <i>The Absent-Minded Imperialists</i> [ER]
<p>31 October /</p> <p>Imperial Citizenship and the Origins of Colonial Nationalism, 1820-1945</p>	<p>Research Trails 3 due</p>	<ul style="list-style-type: none"> • Ferguson, 283-290 • Sukanya Banerjee, <i>Becoming Imperial Citizens</i> [ER] • Charles Reed, “Respectable Subjects of the Queen” OR Anne Rush, <i>Bonds of Empire</i> [ER]
<p>7 November /</p> <p>World Wars and Decolonization, 1914-1945</p>		<ul style="list-style-type: none"> • Ferguson, 221-265 and 290-302 • George Orwell, “Shooting An Elephant” [ER]
<p>14 November /</p> <p>Decolonization and Historical Memory, 1945-present</p>	<p>Map Assignment 3 due</p>	<ul style="list-style-type: none"> • Caroline Elkins, <i>Imperial Reckoning</i> [ER] • Frantz Fanon, <i>The Wretched of the Earth</i> [ER]
<p>21 November /</p> <p>Thanksgiving</p>		

Break – No Class		
28 November The Empire Strikes Back, 1948-present	Research Projects due	<ul style="list-style-type: none"> • Ferguson, 265-283 and 303-317 • Mike Phillips and Trevor Phillips, <i>Windrush</i> [ER] • <i>Coming Here: 200 years of migration in England</i> [web link]

Final Examination time/place TBA