

## EUH 4930 History Research Seminar: Imperial Britain

Tuesdays Period 6 - 8 (12:50 PM - 3:50 PM) Anderson 0032	Professor Jessica Harland-Jacobs Keene-Flint 225 and 025 <a href="mailto:harlandj@ufl.edu">harlandj@ufl.edu</a> (352) 273-3382 Office hours: Wednesdays 11:30-2:30
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### DESCRIPTION

Spanning three oceans and five centuries, the British Empire was a major force in early modern and modern world history. Its political and cultural legacies remain pervasive today. This seminar will explore the history of Britain and its empire, focusing on the eighteenth and nineteenth centuries when the UK transformed from an upstart kingdom in the northeast Atlantic to a global superpower. For the first part of the semester, we will examine the big picture—the interplay between the making of the United Kingdom and the British Empire as well as the empire’s growth and change over time—and home in on specific topics and issues, such as Catholics in a Protestant empire, “peopling schemes” like the New Smyrna colony in British East Florida and the settlement of Australia, and the shift from Company to Crown rule in India. In the second half of the semester, students will focus on researching and writing a substantial research paper based in primary sources and engaged with the relevant historiography on a topic pertaining to the themes of the course.

### OBJECTIVES

The primary objective of this intensive seminar on imperial Britain is to expose upper-level history majors to “what historians do.” It might be helpful to think of this course as an extended workshop in which we will pursue a number of inter-related goals, including:

- Learning about key topics and themes in the history of Britain and the British Empire
- Discussing historiographical issues and debates
- Identifying research topics
- Pursuing research in primary and secondary sources
- Developing writing skills
- Developing oral communication skills
- Engaging in the peer review process

### COURSE MATERIALS

- Philippa Levine, *The British Empire: Sunrise to Sunset* (Oxford: Oxford University Press, 2007)
- Linda Colley, *The Ordeal of Elizabeth Marsh: A Woman in World History* (NY: Pantheon Books, 2000)
- Mary Rampolla, *A Pocket Guide to Writing in History* (any edition)
- chapter and article PDFs available through Canvas

### POLICIES AND EXPECTATIONS

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Effective class participation is therefore essential. Students can expect a respectful atmosphere in which to express their opinions. Electronic devices may be used for class purposes only.

### *Attendance & makeup policy*

Attendance is mandatory, and unexcused absences will adversely affect your grade. Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at [Attendance Policies](#).

### *Academic Honesty*

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

### *Accommodations for Students with Disabilities*

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### *Evaluations*

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [GatorEvals.aa.ufl.edu](http://GatorEvals.aa.ufl.edu). Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system. Thank you for serving as a partner in this important effort.

## **ASSIGNMENTS**

Full assignment guidelines are available on Canvas.

- Short papers [20%] (e.g. timeline, primary source hunt, Marsh paper, etc.)
- Research project [50%]
  - list of possible topics (1%)
  - one-on-one meeting with Prof H-J (2%)
  - preliminary annotated bibliography (4%)
  - prospectus (6%)
  - drafts (7%)
  - conference presentation (10%)
  - reflection/assessment (ungraded)
  - final paper (20%) [DUE APR 27, 12:00pm]

- Participation [30%]
  - discussion leading (10%)
  - weekly participation (20%)

Full and effective participation is the cornerstone of any seminar. Students are expected to have completed all the reading and assignments prior to class (having access to hard or electronic copies of the readings in class is required). Effective participation consists of being active in the discussion, raising thoughtful questions; contributing ideas, viewpoints, and perceptions; and responding to one another as well as the professor.

## GRADING

Written assignments will be graded according to the following criteria:

- On-time submission
- Thoroughness and attention to detail
- Level of analysis and engagement with material
- Deployment of evidence
- Writing (clarity of expression, organization, grammar, etc.)

Weekly participation is graded according to a point system, which is based on attendance and level of engagement in the discussion. For each class, students will receive points as follows--

- 3 points: sustained engagement
- 2 points: limited contribution
- 1 point: in attendance but no contribution; limited contribution but tardy
- 0 points: unexcused absence

At the end of the semester, I will average each student's points and assign letter grades based on the range between 0 and 3.

### Grading Scale

93.3-100%	A	73.3-76.6%	C
90-93.2%	A-	*70-73.2%	C-
86.7-89.9%	B+	66.7-69.9%	D+
83.3-86.6%	B	63.3-66.6%	D
80-83.2%	B-	60-63.2%	D-
76.7-79.9%	C+	Below 60	E

\*A grade of C- does not count as a passing grade for major, minor, Gen Ed, Gordon Rule, or basic distribution requirements.

For information on UF's grading systems and policies, please see the [Undergraduate Catalog](#).

## WEEKLY SCHEDULE

### Week 1 Jan 7 Course introduction

*Assignment:* download, print (recommended), and familiarize yourself with the assigned articles and chapters; sign up for a discussion leading slot

### **Week 2 Jan 14 Overview**

Levine, *The British Empire: Sunrise to Sunset*, Chs 1-6 + one chapter from 7-11

Rampolla, *Pocket Guide to Writing in History*, Ch 2 “Working with Sources” and Ch 5 “Writing a Research Paper”

*Assignment:*

- 1) British Empire timeline and Levine chapter summary
- 2) Primary source hunt

### **Week 3 Jan 21 Atlantic History and the late 17<sup>th</sup>-century Empire**

Patrick Rael, “[Reading](#)” in *Reading, Writing, and Researching for History*

Trevor Burnard, “The Idea of Atlantic History” Oxford Bibliographies Online

Phillip Stern, “British Asia and British Atlantic: Comparisons and Connections,” *William and Mary Quarterly* 63, 4 (Oct 2006): 693-712.

Elizabeth Marsh, *The Female Captive: A Narrative of Fact Which Happened in Barbary in the Year 1756, Written by Herself* [Eighteenth-Century Collections Online]

*Assignment:* List of possible topics

### **Week 4 Jan 28 Captivity and Slavery**

Linda Colley, *Ordeal of Elizabeth Marsh*, Intro, Ch 1 Out of the Caribbean and Ch 2 Taken to Africa, Encountering Islam

Marcus Rediker, “History from Below (the Water Line): Sharks and the Atlantic Slave Trade,” *Atlantic Studies* 5 (2008): 285-297.

### **Week 5 Feb 4 Commerce and Peopling**

Rampolla, Ch 4 Following Conventions of Writing in History

Colley, *Ordeal of Elizabeth Marsh*, Ch 3 “Trading from London, Looking to America”

David Hancock, “Commerce and Conversation in the Eighteenth-Century Atlantic: The Invention of Madeira Wine,” *Journal of Interdisciplinary History* 29, 2 (Autumn 1998): 197-219.

Bernard Bailyn, “Failure in Xanadu” in *Voyagers to the West: A Passage in the Peopling of America on the Eve of the American Revolution* (New York: Knopf, 2011): 430-74, sections.

*Assignment:* *Ordeal of Elizabeth Marsh* paper

### **Week 6 Feb 11 Global Empire**

Colley, Elizabeth Marsh, Ch 4 “Writing and Migrating” and Ch 5 “An Asiatic Progress”

Stephen Conway, "The Consequences of the Conquest: Quebec and British Politics, 1760-1774," in *Revisiting 1759: The Conquest of Canada in Historical Perspective*, ed. Phillip Buckner and John Reid (Toronto: University of Toronto Press, 2012), 141-65.

British Parliament, An Act for making more effectual Provision for the Government of the Province of Quebec in North America (1774) [[Project Avalon](#)]

*Assignment*: Preliminary annotated bibliography [due Feb 14, 12:00pm]

### **Week 7 Feb 18 Empire, Revolution, War**

Coll Thrush, "The Iceberg and the Cathedral: Encounter, Entanglement, and Isuma in Inuit London," *Journal of British Studies* 53, 1 (Jan 2014): 57-79.

T. H. Breen, "Ideology and Nationalism on the Eve of the American Revolution: Revisions Once More in Need of Revising," *Journal of American History* 84, 1 (1997): 13-39 OR "'Baubles of Britain': The American and Consumer Revolutions of the Eighteenth Century," *Past and Present* 119 (1988): 73-104, TBD

Colley, Elizabeth Marsh, Ch 6 "World War and Family Revolutions" and "Ending – and Continuing"

### **Week 8 Feb 25 Imperial Transitions**

Julie McIntyre, "'Bannelong Sat Down to Dinner with Governor Phillip, and Drank His Wine and Coffee as Usual': Aborigines and Wine in Early New South Wales," *History Australia* 5, 2 (2008): 1-14.

Anya Zilberstein, "Inured to Empire: Wild Rice and Climate Change," *The William and Mary Quarterly* 72, 1 (2015): 127-58.

James Epstein, "Politics of Colonial Sensation: The Trial of Thomas Picton and the Cause of Louisa Calderon," *American Historical Review* 112, 3 (Jun 2007): 712-41.

*Assignment*: Prospectus [due Feb 28, 12:00pm]

### **Week 9 Spring Break**

### **Week 10 Mar 10 Race and Gender in the Victorian Empire**

Catherine Hall, "Imperial Man: Edward Eyre in Australasia and the West Indies, 1833-66," in *The Expansion of England: Race, Ethnicity and Cultural History*, ed. Bill Schwarz (London: Routledge, 1996), 130-70.

Miles Taylor, "Queen Victoria and India, 1837-61," *Victorian Studies* 46, 2 (2004): 264-74.

### **Week 11 Mar 17 Writing models**

*Assignment*: 4-5-page section of paper

### **Week 12 Mar 24 Writing workshop**

**Week 13 Mar 31 Writing workshop**

**Week 14 Apr 7 Conference**

*Assignment:* rough draft due

**Week 15 Apr 14 Conference**

**Week 16 Apr 21 Conference**