**Imperial Island: Britain and the World in the Long Eighteenth Century**

EUH 4930 History Research Seminar
Tuesdays, 5-7 (11:45-2:45) in Keene-Flint 111

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Spring 2015 office hours: Thursdays 11:45-2:30 and by appt

**DESCRIPTION**
This seminar will explore the history of Britain and its empire during the long eighteenth century. From an upstart kingdom in the northeast Atlantic to a global super power by the 1760s, Britain increasingly engaged—on political, economic, and cultural levels—with the wider world in this period. For the first part of the semester, after gaining an overview of the period, we will do common readings on Britain’s involvement in the Mediterranean, the Atlantic slave trade, the North Atlantic colonies in the Age of Revolution, the English East India Company, and the founding of New South Wales. 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 of their choosing.

**OBJECTIVES**
The primary objective of this intensive seminar on imperialism and religion is to expose upper-level history majors to “what historians do.” It might be helpful to think of this course as an extended workshop that will pursue a number of inter-related goals. Students will get a sense of the historical profession by:

- 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**

- Mary Rampolla, A Pocket Guide to Writing in History (any edition) [recommended]
- Chapter and article PDFs available through Canvas and ARES
- Books on reserve

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.

Please keep electronic distractions to a minimum. While you may feel perfectly comfortable multi-tasking in class, it is disturbing to the instructor and to those around you.

Students are expected to attend all classes and arrive promptly. Official documentation is required to excuse an absence and to schedule make-up assignments. Students will receive a zero for participation for each day they have an unexcused absence; multiple unexcused absences will also result in a substantial lowering of the final grade. Consistent tardiness will also be penalized.

Late work will not be accepted without penalty. Please make every effort to apprise the instructor of adverse circumstances that affect your ability to attend class or complete assignments on time.

In writing papers, be certain to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else’s work. Failure to give credit by quoting and/or footnoting is PLAGIARISM. All incidents of plagiarism will be reported to the Dean of Students and met with sanctions (e.g. failing grade for affected assignment, failing grade for the course...). Please review the University’s student code of conduct and conflict resolution procedures available at www.dso.ufl.edu.

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then bring this documentation to the instructor when requesting accommodation.

ASSIGNMENTS AND GRADING

While the research project constitutes the bulk of your grade in this class, you will be working on several other assignments over the course of the semester. These include:
**Short papers (20%)** (e.g. notes and timelines, discussion questions, reaction papers, primary source hunt, etc.)

**Group project and presentation (10%)**

**Participation (20%)** – full and effective participation is the cornerstone of any seminar. You will be expected to have completed all the reading and assignments prior to class, and you will be required to bring copies of the readings to class. In class, students will be active in the discussion, raising thoughtful questions; contributing ideas, viewpoints, and perceptions; and responding not only to the professor but also to one another. [If you are uncomfortable participating in class, please attend office hours or schedule an appointment as soon as possible.]

Participation is graded according to a point system, which is based on attendance and level of engagement in the discussion. For each discussion, you 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 your points and assign grades based on the spread between 0 and 3.

The **research project** comprises 50% of your final grade. In addition to the final paper (20%) [DUE APRIL 29, 9:00am], it includes multiple lead-up assignments that build on one another over the course of the semester:
- list of possible topics (1%)
- annotated bibliography (5%)
- project statement (4%)
- writing sample and rough draft (10%)
- conference presentation (10%)

Please see UF E-learning Canvas site for assignment guidelines and due dates.

**WEEKLY SCHEDULE**

**Week 1, Jan 6**  Course introduction

**Week 2, Jan 13**  Imperial Island  
  *Reading:*
1) Monod, *Imperial Island*, Chs 1, 4-6, 7-8, 10 [Notes: these chapters primarily concern the domestic, imperial, and international political narrative; if you are interested in working on a social or cultural history topic, you should also get a sense of the other chapters in Parts I-IV. Make sure you are reading not only for the big picture, but also for potential research topics.]
2) Rampolla, Ch 2, “Working with Sources”

**Assignment:**
1) Submit notes, time line, chapter summaries, discussion questions, etc. to demonstrate your active reading of Monod, Parts I-IV.
2) Locate a primary source relevant to this class using an approved primary source database; write a one-paragraph report in which you describe the source and connect it to at least one event, individual, or issue that Monod discusses.

**Week 3, Jan 20  Imperial Island**

**Reading:**
1) Monod, *Imperial Island*, Parts V-VIII
2) Rampolla, Ch 5 “Writing a Research Paper”

**Assignment:**
1) Submit notes, time line, chapter summaries, discussion questions, etc. to demonstrate your active reading of Monod, Parts IV, Ch 12-VII.
2) List of possible topics for research project.
   [Note: students who are presenting this week may submit these assignments on Jan 27.]

**Presentation:** Britain and the Mediterranean/Europe

**Week 4, Jan 27  Britons in the Mediterranean and Beyond**

**Reading:** Colley, Captives

**Assignment:** Write a 1- to 2-page reaction paper in which you BRIEFLY summarize the topic and principle argument of Colley’s book and then analyze its strengths and weaknesses.

**Presentation:** Britain and West Africa/the Slave Trade

**Week 5, Feb 3  The British Slave Trade**

**Reading:** Rediker, *The Slave Ship*

**Assignment:**
1) Compose a set of three thoughtful questions designed to promote discussion of Rediker’s book.
2) Compile a bibliography of primary sources you are currently researching for your project. Include at least six sources and use proper citation format (see Rampollo, Ch 7).

Presentations: Britain and the Caribbean; Britain and North America.

Week 6, Feb 10 individual conferences
Reading: Rampolla, Ch 6 “Plagiarism” and independent research

Assignment: annotated bibliography of primary and secondary sources

Week 7, Feb 17 The British Atlantic World
Reading:
3) O’Shaughnessy, “‘If others will not be active, I must drive:’ George III and the American Revolution,” Early American Studies: An Interdisciplinary Journal, 2, no.1 (Spring, 2004), 1-47.

Assignment:
1) Compose a discussion question based on the Ogborn reading.
2) Write a 1- to 2-page historiographical analysis of the Breen and O’Shaughnessy articles.

Presentation: Britain and South Asia

Week 8, Feb 24 The Company and the Nabobs
Reading:
[see also: Bowen, “400 Years of the East India Company,” History Today 50, 7 (2000)]

Assignment: tba

Presentation: Britain and Australia

Feb 28-Mar 7 spring break

Week 10, Mar 10  The Australian Experiment
Reading: Keneally, A Commonwealth of Thieves

Assignment: Write a 1- to 2-page reaction paper in which you briefly summarize Keneally's book and then analyze its strengths and weaknesses.

Week 11, Mar 17  The research-writing dynamic
Reading: Rampolla, Ch 4 “Following Conventions of Writing in History”

Assignment: project statement

Week 12, Mar 24  writing workshop

Week 13, Mar 31  writing workshop

Week 14, Apr 7  conference

Week 15, Apr 14  conference

Week 16, Apr 21  conference