

## **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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Keene-Flint 226

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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**

- Paul Monod, *Imperial Island: A History of Britain and its Empire* (Wiley-Blackwell, 2009)
- Linda Colley, *Captives: Britain, Empire and the World* (Anchor, 2004)
- Marcus Rediker, *The Slave Ship: A Human History* (Penguin, 2008)
- Thomas Keneally, *A Commonwealth of Thieves: The Improbable Birth of Australia* (Anchor, 2007)

- 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](http://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:*

1) Miles Ogborn, "Sugar Islands: Plantation Slavery in the Caribbean," in *Global Lives: Britain and the World 1550-1800* (Cambridge: Cambridge University Press, 2008), Ch 9.

2) 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.

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:*

1) P. J. Stern, "Company, State, and Empire: Governance and Regulatory Frameworks in Asia," in *Britain's Oceanic Empire: Atlantic and Indian Ocean Worlds, c. 1550-1850*, eds. H. V. Bowen, Elizabeth Mancke, and John G. Reid, 130-50 (Cambridge: Cambridge University Press, 2012).

[see also: Bowen, "400 Years of the East India Company," *History Today* 50, 7 (2000)]

2) T. Nechtman, "Nabobinas: Luxury, Gender, and the Sexual Politics of British Imperialism in India in the Late Eighteenth Century," *Journal of Women's History* 18, 4 (Jul 2006): 645-67.

3) Mia Carter, "Warren Hastings: Naughty Nabob or National Hero?" in *Archives of Empire Volume 1: From the East India Company to the Suez Canal*, Mia Carter, ed., 132-67 (Durham, NC: Duke University Press, 2003).

*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**