

# Cover Sheet

**WOH 4930**

## Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Nina Caputo ncaputo@ufl.edu
Created	10/8/2014 2:30:24 PM
Updated	11/13/2014 9:26:17 AM
Description	Introduction to the historiography of a specific topic and production of a substantial research paper based on primary source evidence.

## Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - History 011612000	Nina Caputo		10/8/2014
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		11/13/2014
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/13/2014
Statewide Course Numbering System					
Office of the Registrar					
Student Academic Support System					
Catalog					
College Notified					

Department Name and Number \_\_\_\_\_

Recommended SCNS Course Identification

Prefix \_\_\_\_ Level \_\_\_\_ Course Number \_\_\_\_ Lab Code \_\_\_\_

Full Course Title \_\_\_\_\_

Transcript Title (please limit to 21 characters) \_\_\_\_\_

Effective Term and Year \_\_\_\_\_ Rotating Topic  yes  no

Amount of Credit \_\_\_\_ Contact Hour: Base \_\_\_\_ or Headcount \_\_\_\_ S/U Only  yes  no

Repeatable Credit  yes  no If yes, \_\_\_\_ total repeatable credit allowed

Variable Credit  yes  no If yes, \_\_\_\_ minimum and \_\_\_\_ maximum credits per semester

Course Description (50 words or less)

  
  
  
  
  
  
  
  
  
  

Prerequisites	Co-requisites
---------------	---------------

Degree Type (mark all that apply)  Baccalaureate  Graduate  Professional  Other \_\_\_\_\_

Category of Instruction  Introductory  Intermediate  Advanced

Rationale and place in curriculum

  
  
  
  
  
  
  
  
  
  

Department Contact	Name	Phone	Email
--------------------	------	-------	-------

College Contact	Name	Phone	Email
-----------------	------	-------	-------

WOH 4930 The Age of Global Empire  Wednesdays 6-8 (12:50-3:50)	Professor Harland-Jacobs Keene-Flint 219, 392-0271 x256 harlandj@history.ufl.edu office hours: M 8:30-10:00, F 12:30-2:00 also available by appointment
--	---

### **Description**

Rather than focusing on a particular place or theme, this seminar will examine a period: the years between the 1760s and the 1820s. Historian Christopher Bayly has described this period as "the first age of global imperialism," when western European states consolidated their power internally and extended it externally. The British emerged victorious from the Seven Years War to govern an empire of unprecedented proportions and diversity. Although defeated in the same war, the French remained a formidable imperial power through the age of revolution. The Spanish, on the other hand, experienced the disintegration of an empire that had once extended to global proportions. How did these sea-borne, global empires compare to the land-based empires of the Ottomans, Habsburgs, and Russians? How did imperial ideologies shift in this period? What strategies did imperial powers devise for governing increasingly multi-cultural populations? In addition to addressing such questions, we will also consider themes such as warfare on a global scale, the slave trade and the abolition movement, nationalism, and globalization. Students will read a collection of scholarly monographs and articles on the period, work on a 20-page research project, participate in writing workshops, and present their findings in student-organized panels during the final weeks of the semester.

### **Objectives**

The primary objective of this intensive seminar 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 who successfully complete this class will be able to:

- Discuss historiographical issues and debates
- Identify research topics
- Pursue research in secondary and primary sources
- Write expository and analytical historical essays
- Present their research orally
- Engage in the peer review process

### **Expectations and Policies**

Students are expected to attend all classes and arrive promptly. Final grades will be lowered by two points for each unexcused absence. Consistent tardiness will also be penalized.

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.

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.

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. Official documentation is

required to excuse an absence and to schedule make-up assignments.

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](#).

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 provide this documentation to the instructor when requesting accommodation.

## Texts

Colin Calloway, *The Scratch of a Pen: 1763 and the transformation of North America* (Oxford)

Nicholas Thomas, *Cook: The Extraordinary Voyages of Captain Cook*

Nicholas Dirks, *The Scandal of Empire: India and the Creation of Imperial Britain* (Harvard Belknap)

Randy Sparks, *The Two Princes of Calabar* (Harvard)

Lynn Hunt, *The French Revolution and Human Rights* (Bedford)

Mary Rampolla, *A Pocket Guide to Writing in History*, 5th edition (Bedford/St.Martins)

[Empire Online](#) (students will need to set up the UF [VPN](#) to access this database from off campus)

[Reserves \(ares\)](#) (students are required to print each document or article on e-reserves and bring it to the appropriate lecture or discussion)

## Assignments and grades

Participation (30%)

- [discussion questions](#)
- contributions to class discussions and writing workshops: effective class participation entails sharing your impressions of the reading, exploring authors' arguments, offering critiques, and engaging in debates with other students. It also involves offering feedback on other students' writing
- project reports and conference presentation: occasionally you will be asked to report informally on your research project. At the end of the term you will present a "conference paper" based on your research.

Short assignments: timeline, Empire Online assignment, one-hour assignment, and reaction papers (600 words each) (20%)

**Attendance & makeup 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 in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Research paper (50%)

list of topics	2%	September 12
project statement - 500 words	8%	September 26
first draft	10%	on or before November 16
final draft – 6000 words	30%	December 10

Grading Scale (& GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	63-66	62-60	59-
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)	(2.0)	(1.67)	(1.33)	(1.0)	(0.67)	(0)

**Note:** A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades>

<http://www.isis.ufl.edu/minusgrades.html>

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

- Course grades now have two components: To receive writing credit, student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course.
- The instructor will evaluate and provide feedback on each written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization.

**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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-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 TAs in this class.

**Accommodations for Students with Disabilities:** 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 provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

**Counseling and Mental Health Resources:** Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

**Online Course Evaluation Process:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times

when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## Schedule

### Aug 29 Course introduction

#### Sept 5 Overview [[Age of Global Empire chronology](#)]

Duiker and Spielvogel, "The West on the Eve of a New World Order" [[ares](#)]

Felipe Fernandez-Armesto, "The Exchange of Enlightenments: Eighteenth-Century Thought" [[ares](#)]

C. A. Bayly, "Political and Social Change in the Muslim Empires, 1600-1800" in C. A. Bayly, *Imperial Meridian: The British Empire and the World 1780-1830* (Longman, 2004) [[ares](#)]

Tony Ballantyne, "Empire, Knowledge, and Culture: From Proto-Globalization to Modern Globalization" in A. G. Hopkins, ed., *Globalization in World History* (Norton, 2002) [[ares](#)]

Assignment:

- 1) construct a 1-2-page timeline for the period 1756-1820 (you may focus on Europe and European empires)
- 2) two [discussion questions](#) (based primarily on Bayly and Ballantyne)
- 3) identify one document in the [Empire Online](#) database for the period 1756-1820; write a one-paragraph description of the document

#### Sept 12 The First World War

Colin G. Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America* (Oxford, 2006)

[Treaty of Paris](#)

[Quebec Act](#)

Assignment:

- 1) two discussion questions (based on Calloway and the documents)
- 2) list of possible topics

#### Sept 19 Slavery and antislavery

Randy L. Sparks, *The Two Princes of Calabar* (Harvard, 2004)

Assignment:

- 1) meet with Professor H-J to finalize topics
- 2) short reaction paper

#### Sept 26 American War of Independence

T. H. Breen, "An Empire of Goods: The Anglicization of Colonial America, 1690-1776," *Journal of British Studies* 25 (1986): 467-99 [[ares](#)]

Marcus Rediker and Peter Linebaugh, "A Motley Crew in the American Revolution," Chapter 7 in *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (Boston: Beacon, 2000) [[ares](#)]

Adam Smith, tba [note: no Smith reading for next week. You have enough to do!]

Assignment:

- 1) two discussion questions
- 2) project statement:

- a) a working title.
- b) a description of your topic and problematic (one-paragraph minimum).
- c) a list of research questions.
- d) a one-paragraph description of the most important primary source you've found so far.
- e) a bibliography: Use proper documentation, and divide the bibliography into two sections -- primary sources and secondary sources. Provide annotations for two of your secondary sources (in a paragraph or two summarize the argument of the book, article, or chapter and state how it relates to your project and helps your research)
- f) a copy of a review of one of the books on your bibliography. It must be from an academic journal (e.g., *The Journal of Imperial and Commonwealth History*, *The Journal of British Studies*, *Albion*, *Past and Present*, *The American Historical Review*).

### **Oct 3 Cook**

Nicholas Thomas, *Cook: The Extraordinary Voyages of Captain Cook* (Walker & Co, 2004) [Intro, Part 1, Part 2, Ch 13, Ch 16, Epilogue, maps; also check out the DNB entry on Cook.]

Assignment:

notes on the book or three discussion questions

### **Oct 10 India**

Nicholas Dirks, *Scandal of Empire: India and the Creation of Imperial Britain* (Harvard, 2006)

Assignment: short reaction paper

**Oct 17 Research week:** students may either sign up for an appointment to discuss their projects with me (in my office during regular class time) or they can email me a 1-2 page progress report by class time on Weds.

### **Oct 24 Liberty, equality, fraternity?**

Hunt, *The French Revolution and Human Rights* [entire book, but concentrate on the documents relating to free blacks and slaves and women]

documents on Napoleon:

[Decree of the Directory and Napoleon's Proclamation to the Egyptians](#)



Assignment:

1) two discussion questions

2) write a paragraph in which you quote from one of the documents (at least one of your quotations should be an integrated quotation). See Rampolla Ch 7. We will go over the mechanics of quoting in class.

**Oct 31 Imperial liberalism**

Jaime E. Rodriguez O., "The Emancipation of America," *American Historical Review* 105, 1 (February 2000): 131-52 [[ares](#)]

Jennifer Pitts, "Empire and Democracy: Tocqueville and the Algeria Question," *Journal of Political Philosophy* 8, 3 (September 2000): 295-319 [[ares](#)] [Note: the ares link is not working, so go to the library catalog and type in "Journal of Political Philosophy". You can then link to one of the databases that has the journal: Blackwell-Synergy or Academic Search Premier.]

Alexis de Tocqueville, Second Letter on Algeria [[ares](#)] [Note: this should be available soon.]

Assignment: two discussion questions that link these readings to the broader themes and issues we've been discussing (e.g. British dominance, the emergence of the modern era, etc.)

**Nov 7 [writing workshop](#)**

**Nov 14 writing workshop**

**Nov 21 Thanksgiving**

**Nov 28 EUH 4930 Conference**

**Dec 5 EUH 4930 Conference**

**Dec 10 final papers due**

**V. SYLLABUS CHECKLIST**

*Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.*

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested*
- List of assigned General Education Student Learning Outcomes*
- List of any other relevant Student Learning Outcomes*
- List of required and optional texts*
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)*

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."*
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."*
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization*
- Assignment word counts, page lengths, submission deadlines and feedback dates*

*Additionally, the syllabus must clearly show that the course meets the WR to*

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester*
- Provide all feedback on assignments prior to the last class meeting*

**Important note:** *The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.*