

Empire: British Imperialism and Colonialism

Course code: HIS 329/529

Term and year: Fall 2021

Day and time: Tuesday 14.45-17.30

Instructor: Gerald Power, PhD

Instructor contact: gerald.power@aauni.edu

Consultation hours: Wednesday, 17:30–18:30 (via MS Teams or in person in Room 4.02), or by appointment.

Credits US/ECTS	3/6	Level	Intermediate, BA, MA
Length	15 weeks	Pre-requisite	HIS 103 - World History I
Contact hours	42 hours	Course type	HSC req/el, PS el, IR 2019 C: HUM el,

1. Course Description

This course offers an in-depth introduction to the British Empire and British imperialism from the early modern period until the 20th century, including its legacy down to contemporary times.

The course charts the story of the British Empire, encompassing its uncertain and incoherent beginnings; the development an Atlantic world commercial and geopolitical system based on slavery; the shock of the American Revolution; the opening up of a 'Second Empire' in Asia and the southern hemisphere; the British transition from preeminent slave traders to global abolitionists; the Victorian imperial mission and its consequences; and the Empire's twilight years in the era of the two world wars.

The course is keenly interested in exploring the historiography of the Empire. It requires students to read and reflect critically on the key questions and answers generated by historians and the debates which these contributions have inspired. Having completed the course, the student will have an enriched appreciation of the complexity and significance of the British Empire.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Comprehend the broad chronological progression of the British Empire, from origins to its extinction.
- Appreciate the complexity of the Empire, from temporal, geographical, cultural etc. perspectives.
- Identify the major historiographical controversies relating to the history of the British Empire.
- Appreciate and be able to discuss the various characteristics, merits and weaknesses of the seminal contributions to the historiography of the British Empire.
- Offer evaluations on historiographical debates and puzzles based on careful analysis and critical thinking.
- Demonstrate the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of class of peers.

3. Reading Material

Required Materials

- James, Lawrence, *The Rise and Fall of the British Empire*. London: Abacus, 1995.
 - Johnson, Robert. *British Imperialism*. Histories and Controversies. Basingstoke: Palgrave-Macmillan, 2003.
 - Levine, Philippa. *The British Empire: Sunrise to Sunset*. Harlow: Pearson, 2007.
- Selected chapters from the above titles are used throughout the course.

Works for Seminars and Reaction Papers include:

- Armitage, David. 'Foreword' in R.R. Palmer, *The Age of Democratic Revolution: A Political History of Europe and America, 1760-1800*. Princeton: Princeton University Press, 2014.
- Blackburn, Robin. *The Making of New World Slavery: From the Baroque to the Modern 1492-1800*. London and New York: Verso, 1997.
- Cain, P. J. and A. G. Hopkins. 'Gentlemanly Capitalism and British Expansion Overseas II: New Imperialism, 1850-1945,' *The Economic History Review* Vol. 40, No. 1 (Feb., 1987): 1-26.
- Canny, Nicholas. 'The Ideology of English Colonization: From Ireland to America,' *The William & Mary Quarterly*, Vol. 30, No. 3 (1973): 575-98
- Cox, Marvin R. 'Palmer and Furet: A Reassessment of The Age of the Democratic Revolution', *Historical Reflections/Réflexions Historiques*, Vol. 37, No. 3 (2011): 70-85.
- Darwin, John. 'Imperialism and the Victorians: The Dynamics of Territorial Expansion.' *The English Historical Review*. (June, 1997): 614-42.
- Drescher, Seymour. *Abolition: A History of Slavery and Anti-Slavery*. Cambridge: Cambridge University Press, 2009.
- Engerman, S.L. 'The Slave Trade and British Capital Formation in the Eighteenth Century: A Comment on the Williams Thesis'. *Business History Review* Vol. 46, No. 1 (1972): 430-43
- Fieldhouse, David K. "'Imperialism": An Historiographical Revision'. *Economic History Review* Vol. 14, No. 2 (1961): 187-209.
- Gallagher, John. *The Decline, Revival and Fall of the British Empire*. Edited by Anil Seal. Cambridge: Cambridge University Press, 1982.
- Harley, Knick. 'Slavery, the British Atlantic Economy and the Industrial Revolution.' *University of Oxford Discussion Papers on Social and Economic History*, available at <https://www.economics.ox.ac.uk/materials/papers/12739/harley113.pdf>.
- Hobson, J.A., *Imperialism: A Study* (1902), available at <https://www.marxists.org/archive/hobson/1902/imperialism/index.htm>
- Lenin, V.I. *Imperialism, the Highest Stage of Capitalism* (1917), available at <https://www.marxists.org/archive/lenin/works/1916/imp-hsc/>
- Lorimer, Douglas A. *Science, Race Relations and Resistance: Britain, 1870-1914*. Manchester: Manchester University Press, 2013.
- Lorimer, Douglas A. "'Nature,' Racism and Late Victorian Science." *Canadian Journal of History* 25, 3 (1990): 364-85.
- Lorimer, Douglas A. "Theoretical Racism in Late Victorian Anthropology: 1870-1900." *Victorian Studies* 31, 3 (1988): 405-30.

- Louis, William Roger and R. Robinson. 'The Imperialism of Decolonization', *Journal of Imperial and Commonwealth History* 22, 3 (1994): 462-511.
- Morgan, Hiram. 'Mid-Atlantic Blues'. *The Irish Review* No. 11 (winter, 1991/2): 50-55.
- Morra, Irene. *Britishness, Popular Music and National Identity: The Making of Modern Britain*. New York: Routledge, 2014.
- Palmer, R.R. *The Age of the Democratic Revolution: A Political History of Europe and America, 1760-1800*. Princeton: Princeton University Press, 2014.
- Pencak, William. 'R. R. Palmer's *The Age of the Democratic Revolution*: The View from America After Thirty Years.' *Pennsylvania History: A Journal of Mid-Atlantic Studies*, Vol. 60, No. 1 (January 1993): 73-92
- Rodger, N. A. M. *The Command of the Ocean: A Naval History of Britain, 1649-1815*. London: Allen Lane, 2004.
- Sato, Shohei. "'Operation Legacy": Britain's Destruction and Concealment of Colonial Records Worldwide', *Journal of Imperial and Commonwealth History* 45, 4 (2017): 697-719.
- Saunders, Robert. 'Brexit and Empire: "Global Britain" and the Myth of Imperial Nostalgia.' *Journal of Imperial and Commonwealth History* 48, 6 (2020): 1140-1174.
- Warren, Bill. *Imperialism: Pioneer of Capitalism*. London: New Left Books, 1980.
- Williams, Eric. *Capitalism and Slavery*. Chapel Hill: University of North Carolina Press, 1944.

Recommended Materials

- Andrews, Kenneth R. *Trade, Plunder and Settlement: Maritime Enterprise and the Genesis of the British Empire, 1480-1630* (1984).
- Armitage, David. *The Ideological Origins of the British Empire* (2000)
- Brendon, Piers. *The Decline and Fall of the British Empire*. New York & London: Vintage, 2008.
- Augstein, Hannah F. *James Cowles Prichard's Anthropology: Remaking the Science of Man in Early Nineteenth Century Britain*. Clio Medica/Wellcome Institute Studies in the History of Medicine 52. Amsterdam: Rodopi, 1999.
- Balani, Sita et al. *Empire's Endgame: Racism and the British State*. London: Pluto, 2021.
- Barta, Tony. 'Mr Darwin's Shooters: On Natural Selection and the Naturalizing of Genocide.' *Patterns of Prejudice*, Vol. 39, No. 2. (2005): 116-137.
- Beaudoin, Steven M. *The Industrial Revolution*. Problems in European Civilization. Boston & New York: Houghton Mifflin, 2003.
- Brantlinger, Patrick. *Dark Vanishings: Discourse on the Extinction of Primitive Races, 1800-1930*. Ithica and London: Cornell University Press, 2003.
- Brewer, Anthony. *Marxist Theories of Imperialism: A Critical Survey*. 2nd Ed. London: Routledge and Kegan Paul, 1990.
- Cain, P. J. & A. G. Hopkins, *British Imperialism, 1688-2015*. 3rd Ed. London: Routledge, 2016.
- Cain, P. J. and A. G. Hopkins. 'The Political Economy of British Expansion Overseas, 1750-1914,' *The Economic History Review* Vol. 33, No. 4 (Nov., 1980): 463-490.

- Cain, P. J.. and A. G. Hopkins. 'Gentlemanly Capitalism and British Expansion Overseas I. The Old Colonial System, 1688-1850,' *Economic History Review*, 2nd ser. 39, 4 (1986): 501-525.
- Collingham, Lizzie. *The Hungry Empire: How Britain's Quest for Food Security Shaped the Modern World*. London: Vintage, 2018.
- Darwin, John. *The Empire Project: The Rise and Fall of the British World-System, 1830-1970*. Cambridge: Cambridge University Press, 2009.
- Darwin, John. *The End of the British Empire: The Historical Debate* Oxford: Blackwell, 1991.
- Davis, David Brion. *Inhuman Bondage: The Rise and Fall of Slavery in the New World*. Oxford & New York: Oxford University Press, 2008.
- Davis, Mike. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. London & New York: Verso, 2000.
- Daunton, Martin. *State and Market in Victorian Britain*. London: Boydell & Brewer, 2012.
- Ellingson, Ter. *The Myth of the Noble Savage*. Berkley & London: The University of California Press, 2001.
- Ferguson, Niall. *Empire: How Britain Made the Modern World*. London: Penguin Books, 2018.
- Fieldhouse, D. K. *The Colonial Empires: A Comparative Survey from the Eighteenth Century*. London: Macmillan, 1982.
- Gallagher, John & Ronald Robinson. 'The Imperialism of Free Trade.' *The Economic History Review*. New Series, Vol. 6, No. 1 (1953): 1-15.
- Gilley, Bruce. 'The Case for Colonialism'. Withdrawn research article available at https://www.nas.org/academic-questions/31/2/the_case_for_colonialism.
- Grob-Fitzgibbon, Benjamin. *Imperial Endgame: Britain's Dirty Wars and the End of Empire*. Basingstoke: Palgrave Macmillan, 2011.
- Hyam, Ronald. *Understanding the British Empire*. Cambridge: Cambridge University Press, 2010.
- Hyam, Ronald. *Britain's Declining Empire: The Road to Decolonisation, 1918-1968*. Cambridge: Cambridge University Press, 2007.
- Lehning, James R. *European Colonialism since 1700*. Cambridge: Cambridge University Press, 2013.
- Louis, William Roger, ed., *The Oxford History of the British Empire*, 5 vols. Oxford: Oxford University Press, 1998-99 + Companion Volumes.
- Marshall, Peter James. *The Making and Unmaking of Empires: Britain, India, and America C.1750-1783*. Cambridge: Cambridge University Press, 2005.
- Osterhammel, Jurgen. *Colonialism: A Theoretical Overview*. Shelley L. Frisch, trans. Princeton, NJ: Markus Wiener Publishers, 2005.
- Owen, Roger & Bob Sutcliffe, eds. *Studies in the Theory of Imperialism*. London: Longman, 1972.
- Pakenham, Thomas. *The Scramble for Africa: White Man's Conquest of the Dark Continent from 1872 to 1912*. London: Avon Books, 1992.
- Parker, Geoffrey. *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800*. Cambridge: Cambridge University Press, 1996.
- Pillosof, Rory. 'Guns don't colonise people ...': the role and use of firearms in pre-colonial and colonial Africa" - http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0259-01902010000100013

- Scott, David. *Leviathan: The Rise of Britain as a World Power*. London: William Collins, 2014.
- Sharman, J. C. 'Myths of Military Revolution: European Expansion and Eurocentrism.' *European Journal of International Relations*, Vol. 24, No. 3 (2017): 491–513.
- Stark, Rodney. *For the Glory of God: How Monotheism Led to Reformations, Science, Witch-Hunts, and the End of Slavery*. Princeton, N.J.: Princeton University Press, 2004.
- Shillington, Kevin. *A History of Africa*. 4th ed. London: Red Globe, 2019.
- Stocking, George W. 'What's in a Name?: The Origins of the Royal Anthropological Institute (1837-70).' *Man* 6 (1971): 369-90.
- Tharour, Shashi. *Inglorious Empire: What the British Did to India*. London: Penguin Books, 2018.
- Warren, Bill. *Imperialism: Pioneer of Capitalism*. London: New Left Books, 1980.

4. Teaching methodology

The course adopts a seminar-style approach. This means that students are required to complete the assigned reading before each class, and participate in the discussions initiated by the instructor. The readings reveal the chronological development and central thematic aspects of the British Empire from the 16th century to the late 20th. In-class discussions will focus on the main ideas and conclusions contained in the readings; as the course develops, we will also probe deeper to consider the overall significance of the material covered and develop a more critical understanding of the scholarship, contextualising and comparing the readings with other works of scholarship and other interpretations and conclusions.

The course also allows students to set the agenda of discussion by way of a set of group presentations. Four groups will be created and each group will prepare its own presentation (most likely a video presentation for an online format).

Group Presentations will be devoted to:

- The relationship between colonialism, capitalism and industrial development, critically examining the Eric Williams thesis and other writers who consider connections between the slavery, empire and industrialisation.
- The so-called 'Palmer Thesis' regarding the 'Atlantic Revolution' in North America, Holland and France.
- Theories of imperialism – the debate over the reasons behind the so-called 'Scramble for Africa' from the mid-1880s. Liberal and Marxist theories of imperialism and newer approaches.
- Britain's 'imperial legacy' – did the British really reinvent themselves as a post-imperial nation, or has the empire's legacy an inescapable influence on national identity, culture and foreign policy?

5. Course Schedule

Date	Class Agenda
Session 1 31 Aug. 2021	<p>Topic: Introduction.</p> <p>Description: We will look at the syllabus, and discuss ways of approaching the British Empire as a subject of study.</p> <p>Reading: None</p> <p>Assignments/deadlines: None</p>

<p>Session 2 7 Sept. 2021</p>	<p>Topic: The Rise of the First British Empire, 1583-1688 Description: This unit examines the rise of the so-called 'First British Empire', from its Elizabethan foundations until the Glorious Revolution of 1688. How kind of material and ideological forces lay behind the early attempts at building an empire? Reading: James, <i>Rise and Fall</i>, part 1 ch. 1. Assignments/deadlines: Reaction Paper no 1. A critical review of 290-310 words is to be sent to the instructor via NEO LMS by the end of the day (i.e. 11.59 pm). The works under review are: Nicholas Canny, 'The Ideology of English Colonization: From Ireland to America,' <i>The William & Mary Quarterly</i>, Vol. 30, No. 3 (1973): 575-98 and Hiram Morgan, 'Mid-Atlantic Blues,' <i>The Irish Review</i>, No. 11 (winter, 1991/2): 50-55.</p>
<p>Session 3 14 Sept. 2021</p>	<p>Topic: World-Wide War, Imperial Expansion and the Rise of British Naval Power, 1650-1763 Description: This unit discusses how international war with European rivals and naval developments facilitated a dramatic expansion of British overseas power and imperial expansion from the mid-seventeenth to the mid-eighteenth century. Reading: James, <i>Rise and Fall</i>, part 2, ch. 1. Assignments/deadlines: Reaction Paper no. 2. Reading: Rodger, <i>Command of the Ocean</i>, Conclusion. Submit via NEO messaging by 11.59pmCET.</p>
<p>Session 4 21 Sept. 2021</p>	<p>Topic: Britain and the Crisis in America, 1763-1783 Description: Why did 'civil war' among British subjects break out in the Thirteen Colonies in the 1770s? This unit looks at this question and considers the implications of the breakaway United States of America for the Empire. Reading: James, <i>Rise and Fall</i>, part 2, ch. 4. Assignments/deadlines: Group A Presentation – 'What did the Industrial Revolution Owe to Empire and Slavery?' Other students – complete seminar readings. Feedback given to students on their participation and general progress.</p>
<p>Session 5 5 Oct. 2021</p>	<p>Topic: The Origins of the 'Second Empire', 1700-1815 Description: Although British imperial connections with Asia extend to the 16th century, it was only in the later 18th century that the Pacific region became really established within the Empire. This session looks at British exploration, knowledge acquisition, missionary activity and growing commercial and strategic interests in the Pacific. Reading: James, <i>Rise and Fall</i>, part 2 ch. 7. Assignments/deadlines: Group B Presentation – 'Democracy and the American Revolution: the R.R. Palmer thesis'. Other students – complete seminar readings.</p>
<p>Session 6 12 Oct. 2021</p>	<p>Topic: The Second Empire: Britain and India to 1857 Description: This unit examines the circumstances in which Britain, primarily by way of a private company (the East India Company), came to commercial, political and military supremacy over much of the Indian sub-continent – and the bloody response to this in the form of rebellion in 1857. Reading: Levine, <i>British Empire</i>, ch. 5. Assignments/deadlines: None. Instructor will email students with Mid-Term Exam topics.</p>
<p>Session 7 19 Oct.</p>	<p>Topic: Mid-Term Exam</p>

2021	<p>Description: The exam takes place during the class time. It is open book. Completed exams are to be sent to the instructor by the end of class.</p> <p>Reading: None</p> <p>Assignments/deadlines: Exam revision.</p>
	Mid-term break
Session 8 2 Nov. 2021	<p>Topic: The Victorian Empire Project</p> <p>Description: This discussion seminar examines a hardening in British attitudes towards the governed which came about in the context of a number of events in the 1850s and 60s: the Great Indian Mutiny; the Morant Bay Rebellion and the American Civil War.</p> <p>Reading: James, <i>Rise and Fall</i>, part 3 ch. 2.</p> <p>Assignments/deadlines: Reaction Paper no. 3. Reading: Seymour Drescher, <i>Abolition</i>, chs 8-10. Submit via NEO messaging by 11.59pmCET.</p>
Session 9 9 Nov. 2021	<p>Topic: Britain and the Scramble for Africa</p> <p>Description: The high-water mark of the imperial age came with the Berlin Conference of 1884, which was followed by the so-called 'Scramble for Africa', in which the continent was rapidly divided between various European imperial powers. What motivated Britain to claim its 'share' in Africa?</p> <p>Reading: James, <i>Rise and Fall</i>, part 3 ch. 3.</p> <p>Assignments/deadlines: Reaction Paper no. 4. Reading: Lorimer, <i>Science, Race Relations and Resistance</i>, 17-57. Submit by 11.59pmCET.</p>
Session 10 16 Nov. 2021	<p>Topic: Global Commonwealth: The Empire in the Era of World War I</p> <p>Description: Empire proved vital to Britain's survival of the First World War. But what kind of Empire was being fashioned in the crucible of total war? This unit surveys soldiers and subjects, nationalists and imperialists during at a time when the cards of global affairs were thoroughly reshuffled.</p> <p>Reading: Johnson, <i>British Imperialism</i>, ch. 10.</p> <p>Assignments/deadlines: – Group C Presentation – 'The Meaning of Victorian Imperialism'. Other students – complete seminar readings.</p>
Session 11 23 Nov. 2021	<p>Topic: Towards Sunset: World War II and Empire</p> <p>Description: This module looks at the Empire in the era of World War II. Was this the moment when the British finally lost their imperial golden touch, on the brink of invasion at home, humiliated by Japan in Asia and dependent upon American deliverance? Or were imperial connections and British morale more resilient than subsequent events would suggest?</p> <p>Reading: Johnson, <i>British Imperialism</i>, ch. 11.</p> <p>Assignments/deadlines: None</p>
Session 12 30 Nov. 2021	<p>Topic: Scramble for the Exit, 1945-70</p> <p>Description: Britain, victorious in 1945 and with a self-proclaimed imperialist as prime minister in Sir Winston Churchill, had by 1970 divested itself of almost entirely of its empire. What explains this transition? This module examines the condition of Britain in the post-war age, particularly at the growing gap between its self-image and its capacity. It also looks at the growth of nationalism in the colonies, and ponders whether Britain's decolonisation was as voluntary and benevolent as is sometimes suggested.</p> <p>Reading: Johnson, <i>British Imperialism</i>, ch. 11.</p> <p>Assignments/deadlines: Reaction Paper no. 5. Reading: Gallagher, <i>Decline, Revival and Fall</i>, 73-154. Submit by 11.59pmCET.</p>
Session 13 7 Dec. 2021	<p>Topic: Legacies and Appraisals</p> <p>Description: Was the British Empire the harbinger of modernity and the founder of a modern international economy of which we are all beneficiaries? Or was it an unending tale of slavery, brutality, famine,</p>

	<p>genocide and underdevelopment? Many historians reject the framework of this debate: yet, the question never seems to go away.</p> <p>Reading: Johnson, <i>British Imperialism</i>, ch. 12.</p> <p>Assignments/deadlines: - Group D Presentation – ‘Britain’s Imperial Legacy’. Other students – complete seminar readings.</p>
<p>Session 14 14 Dec. 2021</p>	<p>Topic: Final Exam</p> <p>Description: The final exam will take place in class time. The format is the same as the mid-term.</p> <p>Reading: None</p> <p>Assignments/deadlines: Exam revision.</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	42	10%	*Effective and responsible action involves good attendance and consistent participation.	3
Group Seminar Presentation	24 hours	20%	*The ability to express reasoned opinions about controversial questions relating to the history of the British Empire and British Imperialism from its early modern origins until the 20th century. *Critical reading and comprehension skills. *Presentation skills: the ability to condense a wide variety of reading into a cogent presentation of a significant historical problem for the benefit of class of peers.	1, 2, 3
Reaction Papers	24 hours	20%	*The ability to express reasoned opinions about controversial questions relating to the history of the British Empire and British Imperialism from its early modern origins until the 20th century. *Critical reading and comprehension skills.	1, 2
Mid-term Exam	30 hours (including revision time)	25%	*The student's knowledge of the major themes and controversial questions relating to the history of the British Empire and British Imperialism from its early modern origins	1, 2

			until the later 18 th century. A knowledge of the major historiographical debates surrounding Britain's so-called "First Empire." *The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.	
Final Exam	30 hours (including revision)	25%	*The student's knowledge of the major themes, theories and schools of thought on the history and historiography of the British Empire and British imperialism from the late 18 th until the mid-20 th centuries. A knowledge of the major theoretical debates surrounding key historiographical issues concerning Britain's "Second Empire." *The student's ability to discriminate between competing schools of historical interpretation, and to argue a reasoned defence or critique of one or the other schools of historical interpretation, using logic and evidence.	1, 2.
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1: Participation

Consistent preparation and participation are all essential for those wishing to pass the course and to score high grades. The instructor will monitor levels of participation of each student and will award scores after each class for awareness of issues raised and the ability to respond to questions and promote discussion. The final grade will be based on an average of the weekly scores.

NB: Students who are unable to participate in live sessions are advised to contact the instructor in order to agree upon an alternative means of course engagement.

Assessment breakdown

Assessed area	Percentage
Expressing reasoned opinions	50%

Awareness of issues discussed	50%
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Assignment 2: Group Seminar Presentation

At the beginning of the semester students will be divided into four groups. According to the schedule in this syllabus, each group will create a 20-30-minute presentation (either live in class or, if the class is online, by way of a video) outlining their understanding of a specific controversy or question in the historiography of the British Empire, and guiding their peers through the various merits (and limitations) of the various approaches and theories developed by the scholars whose contributions they have surveyed. The video can consist of a PowerPoint or Prezi presentation with a voiceover. **The video must be sent to the instructor the day before the due date.** All the historiographical material is to be found on the 'Resources' section of the NEO LMS course page. Those students who are not part of the presenting group are required to read this material too, and students from outside the presenting group can earn participation points by engaging in discussion and asking questions. Moderation of the discussion will be the job of the group presenting.

Important note on grading: The video may be presented by a single person nominated by the group, or by more. Each student will receive the same mark.

Assessment breakdown

Assessed area	Percentage
Critical reading and comprehension skills	25%
Use of evidence to support ideas	25%
Answering questions and developing arguments	25%
Presentation skills	25%

Assignment 3: Reaction Papers

The reaction paper is a short essay which challenges the student to set down their responses to a scholarly work or set of works dealing with a crucial aspect of the British Empire. Each work of scholarship is to be found on the 'Resources' section of our course page.

While taking an individual approach to such assignments is encouraged, the following points ought to be considered when composing and submitting the reaction papers:

- 1) The word-limit for the reaction paper (excluding basic information such as student name, date etc) is 290-310.
- 2) The following issues ought to be considered: the nature, significance and persuasiveness of the central claim(s); the kind of evidence being offered in support of the claim(s); possible counter-arguments and/or alternative evidence; the contribution the work makes to your overall understanding of the British Empire.
- 3) This is a formal piece of writing. It requires brief introductory and concluding statements, and a main body which proceeds logically from point to point.

Students are required to complete **three out of a possible five** reaction papers.

The relevant dates and reading details are found, above, in the schedule. Reaction papers are to be submitted by the end of the day (11.59) by NEO LMS.

Assessment breakdown

Assessed area	Percentage
Comprehension of argument	30%
Awareness of evidence use	30%
Critical thinking regarding overall contribution of scholarship	30%
Standard of English (spelling, grammar, punctuation, syntax)	10%

Assignment 4: Mid-Term Exam

The Mid-Term Exam takes place in Session 7. Depending on the COVID situation, the exams will either take place at home or in the classroom. In either case, this is an open-book exam which requires the student to complete an essay of between 900 and 1,000 words on a specific aspect of the British Empire. The answer ought to have an introduction, conclusion and main body. References/footnotes are not required but a bibliography is. It is necessary for the student to formulate answers which explain and interpret as well as merely list and describe historical data. The answers ought to refer to works of scholarship on the issue – essentially the major interpretations of at least two relevant scholars. T

The topics for these assignments are based exclusively on the major themes and problems that we have discussed in class up until that point. Nothing on the exam ought to surprise any student who has been attending, reading and participating. The weekly reading assignments and in-class discussions will serve as preparation.

A week before each exam, the instructor will write to the class listing three potential exam topics (though will not reveal the precise titles). By the beginning of the class, the instructor will email to each student their essay title.

If the course is run online, essays are to be sent to the instructor electronically (via NEO LMS) by the end of the class.

Assessment breakdown

Assessed area	Percentage
Critical comprehension of scholarship	40%
Development of an argument based on evidence	25%
Cogency and clarity	25%
Spelling, grammar and other technical matters	10%

Assignment 5: Final Exam

The format and approach for the Final Exam is identical to the Mid-Term in all particulars, but the questions will be on the topics and themes covered in the second half of the course.

Assessment breakdown

Assessed area	Percentage
Critical comprehension of scholarship	40%
Development of an argument based on evidence	25%
Cogency and clarity	25%
Spelling, grammar and other technical matters	10%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question".

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g., phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.

5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:
<http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Gerald Power, PhD

Date: 8 June 2021

Approved by: Dr William F. Eddleston

Date: June 13th 2021.