

# SYLLABUS

## **The Rise of the British Empire**

-Topics in Premodern Western History-

HIS 206-01

Fall 2021

Tuesday and Thursday, 3:30-4:45 p.m.,  
School of Education Building (SOEB) 226  
Stuart Marshall [shmarsha@uncg.edu](mailto:shmarsha@uncg.edu)

Office Hours: 2-3:30 Tues/Thurs; TBD; and by appointment via Zoom



**Course Description:** The expansion of the British empire played a large role in the transition from the premodern to modern world. Once small and divided, Britain quickly grew to be a dominant force across the globe. This course will focus not on the empire's center in London, but how British identity was created and recreated through the empire's expansion across the Atlantic World. This included competition with enemies and rivals, as well as the processes of colonization and incorporation of the empire's fringes in Scotland, Ireland, Africa, and Native America—addressing the empire's strategies of diplomacy and trade, warfare and enslavement. The course will mostly cover the 17<sup>th</sup> and 18<sup>th</sup> centuries, ending with the Seven Years' War or French and Indian War—when the empire gained its greatest victories even as it began to splinter.

Field: Europe. Markers: GHP; GL; GPM; MHFA  
(MAC CritThink Hum and Fine Art)

General Historical Perspectives (GHP):

At the completion of this course, the student will be able to:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG3)
2. Use evidence to interpret the past coherently, orally and/or in writing. (LG1)

Global (GL):

At the completion of this course, the student will be able to:

1. Find, interpret, and evaluate information on diverse cultures. (GL1)
2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America). (GL3)
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues. (GL5)

Student Learning Outcomes (SLOs):

1. Evaluate the motivations of individuals who shaped the early British Empire through the construction and destruction of power. (SLO1)
2. Listen to voices from the past in primary sources and compare diverse perspectives of British conflict and identity. (SLO2)
3. Contrast and assess how issues and controversies in the history of the early British Empire have been continuously interpreted and debated in secondary sources. (SLO3)

### Assignments and Assessments

#### **Grading Policy:**

Assignments 35%

Participation and Attendance 20%

Midterm Exam 20%

Final Exam 25%

**Grading Scale:** 90-100 A; 80-89 B; 70-79 C; 60-69 D; 0-59 F.

### **Academic Integrity Policy**

By submitting an assignment, each student is acknowledging their understanding and commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL: <https://osrr.uncg.edu/academic-integrity/>.

### **Accommodations/ADA Statement**

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336)334-5440, [oars.uncg.edu](http://oars.uncg.edu).

### **Religious Obligations Statement**

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit:

<https://docs.google.com/spreadsheets/d/1r7fZEcKyXzUPG4ztGVynNrdQyKn527xV3i-ESX4043c/preview>

### **Attendance Policy for University Sponsored Events**

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

**PARTICIPATION:** To receive participation credit, come to class prepared to discuss course readings and respond to questions. Students are always encouraged to bring their own questions and ask for clarification about the content of the readings, or even challenge the argument or interpretation of the author(s). As long as our in-person format is reasonably safe, please take advantage of that time to participate in a live classroom and engage with your fellow students.

### **ASSIGNMENTS:**

**PRIMARY SOURCE ANALYSIS:** There will be one every Thursday at the beginning of class (with some exceptions—the schedule below indicates the assignments on Thursdays with an asterisk\*). The assignment will involve reading a short excerpt of a primary source and answering several guiding questions. Response length should usually be two or three short paragraphs. These primary source readings will be posted before class but will also be shown in class for your reference. Your response will be graded based on your ability to show your own interpretation of the source, as well as the contextual information you include (which should be drawn from class readings and lectures). Students must keep up with readings outside of class to properly contextualize these documents. Students who miss these assignments (or are otherwise unable to attend) may contact the professor to retake them via a timed quiz on Canvas, which must be done within a week. (GHP1, LG1, GL5, SLO1, SLO2)

**DISCUSSION BOARD POSTS:** These will be due at the end of each thematic unit shown in the schedule below (The Beginnings of Empire in Britain, The Slave Trade and the Atlantic Empire, etc.). On Canvas, students will respond to a prompt which will ask them to reflect on recent readings and lectures and pose a question to their classmates. Students must respond to at least three of their classmates' questions to receive full credit. This will contribute to the participation grade and is intended to help students synthesize course content and prepare for the midterm and final exam. (GHP1, LG1, GL1, GL5, SLO1, SLO2, SLO3)

**EXAMS:** More information on the Midterm (October 7<sup>th</sup>) and Final (December 9<sup>th</sup>) will be announced in advance. Exam content will be drawn from course readings, lectures, and media shown in class (documentaries, etc.)— so notetaking is strongly encouraged as a regular habit. Students will be tested primarily through short essays but must also be familiar with the basic chronology and geography of topics covered in the course.

**Reading Schedule:** The following readings will be found as pdf files on Canvas, with some as direct links on the syllabus. Please read them *in advance* to the class where they are listed. Additional readings will be posted, and changes to some readings may be announced.

### **The Beginnings of Empire in Britain**

Tues. 8/17

## **Course introduction**

Thurs. 8/19

Nicholas Canny, "Origins of Empire: An Introduction," in *Oxford History of the British Empire*

Tues. 8/24

Joyce Chaplin, "The British Atlantic," in *Oxford Handbook of the Atlantic World*

\*Thurs. 8/26

Jane Ohlmeyer, "'Civilizing of those Rude Partes': Colonization within Britain and Ireland"

Tues. 8/31

Matthew White, [The turbulent 17th century: Civil War, regicide, the Restoration and the Glorious Revolution](#)

\*Thurs. 9/2

Jane Ohlmeyer, "A Laboratory for Empire?: Early Modern Ireland and English Imperialism"

Tues. 9/7

Audrey Horning, Intro, *Ireland in the Virginian Sea: Colonialism in the British Atlantic*

## **The Slave Trade and the Atlantic Empire**

\*Thurs. 9/9

Vaughan & Vaughan, "Before *Othello*: Elizabethan Representations of Sub-Saharan Africans"

Tues. 9/14

Jim Watt, [Travel, trade and the expansion of the British Empire](#)

Abdul Mohamud & Robin Whitburn, [Britain's involvement with New World slavery and the slave trade](#)

\*Thurs. 9/16

Peter Wood, "The Colony of a Colony," from *Black Majority: Negroes in Colonial South Carolina*

Tues. 9/21

P.E.H. Hair & Robin Law, "The English in Western Africa to 1700"

[Calls for redesign of royal honour over 'offensive' image](#)

\*Thurs. 9/23

C. Molineux, "Pleasures of the Smoke: 'Black Virginians' in Georgian London's Tobacco Shops"

## **Indigenous America and the British "New World"**

Tues. 9/28

Daniel Richter, "Native Peoples of North America and the Eighteenth-Century British Empire"

\*Thurs. 9/30

K.O. Kupperman, "Presentment of Civility: English Reading of American Self-Presentation"

Tues. 10/5

Joyce Chaplin, "No Magic Bullets: Archery, Ethnography, and Military Intelligence"

Thurs. 10/7

**MIDTERM EXAM**

Tues. 10/12 **No class —enjoy your Fall Break**

Thurs. 10/14

Alan Galloway, “Carolina, the West, and the Trade in Indian Slaves, 1670–1685”

Tues. 10/19

James D. Rice, “Bacon’s Rebellion in Indian Country”

\*Thurs. 10/21

Eric Hinderaker, “The ‘Four Indian Kings’ and the Imaginative Construction of the First British Empire”

Tues. 10/26

Michelle LeMaster, “‘I Am a Man and a Warrior’: Native and British Rhetorics of Manhood and Warfare”

### **Imperial Expansion and Imperial Crisis**

\*Thurs. 10/28

Patrick Griffin, “‘The Very Scum of Mankind’: Settlement and Adaptation in a New World”

Tues. 11/2

Colin Calloway, Intro and Chapter 1, *White People, Indians, and Highlanders*

\*Thurs. 11/4

Geoffrey Plank, Intro, *Rebellion and Savagery: The Jacobite Rising of 1745 and the British Empire*

Tues. 11/9

Geoffrey Plank, “The 1745 Crisis in the Empire,” from *Rebellion and Savagery*

\*Thurs. 11/11

Thomas Benjamin, “Great Britain and France in the Long Eighteenth Century,” from *The Atlantic World*

Tues. 11/16

Kristofer Ray, “Cherokees and Franco-British Confrontation in the Tennessee Corridor, 1730–1760”

\*Thurs. 11/18

Paul Kelton, “The British and Indian War: Cherokee Power and the Fate of Empire in North America”

Tues. 11/23     **No class—enjoy your Thanksgiving Break**

Thurs. 11/25     **No class—enjoy your Thanksgiving Break**

Tues. 11/30

**Last class/conclusion/final exam prep**

**FINAL EXAM:** Thursday, December 9<sup>th</sup>, 3:30-6:30p.m.