

HIS 4015: EUROPE AND THE WORLD

Dr. Rosco Williamson
Fall 2020

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Course Materials

- CA Bayly (2004), *The Birth of the Modern World, 1780-1914* (Blackwell Publishing)
- William Dalrymple (2019), *The Anarchy: The East India Company, Corporate Violence, and the Pillage of an Empire* (Bloomsbury)
- John Darwin (2011), *The Empire Project: The Rise and Fall of the British World-System, 1830-1970* (Cambridge University Press)
- Dane Kennedy (2016), *Decolonization: A Very Short Introduction* (Oxford University Press)

Student Learning Outcomes

There are very few places in the world today untouched by the colonialism and imperialism of European countries and peoples. Though we may look back on much of it with disgust or even horror, that doesn't mean we can write it off as a "phase" Europe was going through or use our selective memory to remember the "good" and ignore the "bad." Understanding the world today requires understanding how it was shaped over the last few centuries. This requires an eyes-wide-open look at the recent history of Europe and the World.

We want to look at this imperial relationship from a variety of angles: political, economic, cultural, etc. We also want to use a variety of perspectives and narratives: from a global standpoint, from the imperial powers and individuals, from the colonized societies and individuals. By approaching this not-very-clear topic from a variety of directions, we will be able to gain a more complete picture of the transformations imperialism brought with it. Finally, we cannot ignore the moral and ethical questions that surround this topic.

Program Learning Outcomes – International Studies

PLO #2: You will be able to critically analyze issues of global significance using knowledge and techniques from more than one academic discipline

- Exams
- Reading assignments

Program Learning Outcomes – History

PLO #4: You will demonstrate the relationship between primary and secondary materials by assessing a historian's work and recognizing the evidence used to construct that historical argument.

- Exams
- Reading assignments

Course Grading

The following is the breakdown of how the final grade will be determined:

25%	Exam #1
25%	Exam #2
30%	Questions Answered
10%	Leading Discussion
10%	Attendance and Participation

Make-ups

NO MAKE-UP EXAMS WILL BE ALLOWED WITHOUT A UNIVERSITY-APPROVED EXCUSED ABSENCE OR DOCTOR'S WRITTEN PERMISSION. Any student receiving a university-approved excused absence should contact the professor BEFORE the absence to arrange a time to make-up the missed exam.

Our new COVID lifestyles sort of messes with this. Obviously, if something happens outside of your control (e.g. Internet goes down, computer becomes self-aware and takes over the world, hospitalization, etc.), let me know as soon as possible so we can work something out. Just a personal plea: make-ups are a lot more work for me and raise the chance that I might lose track of your work, so please do everything you can to keep these to a minimum (or zero). Sleeping in, forgetting, etc. do NOT qualify for make-ups.

Honors System

Because we aren't physically in the same space, I can't ensure that you are keeping honest during a quiz or an exam. Unless I say otherwise, all quizzes and exams will have NO OPEN NOTES (or open Internet or any other method of getting the answers other than from your own head). I know none of you are "Cheaters," but the COVID distance situation we're in will provide lots of *opportunity* for dishonesty. So, the best I can do is to ask that we all abide by the Honor's System and agree and commit with each other to doing our work honestly.

Reading Assignments: Questions Answered

In order to ensure that everyone is contributing to the ongoing discussion in class, there will be weekly assignments due the following class period. They will not be particularly difficult, but they will ask you to respond to the reading. These assignments must be typed and turned in on Canvas before the start of the next class period.

Leading Discussion

Each student will be placed in a small group (roughly 3 students). Each week, that small group will be responsible for leading a 5-8 minute discussion on one of the questions for the week (which will be assigned to the group by the professor). The group is responsible for (1) ensuring the class has the beginnings of a solid answer to the question based on the course materials, (2) keeping their presentation/discussion lively, interesting, and informative, (3) bringing at least one follow-up question for the class to extend the discussion, and (4) ensuring that all members of the small group are collaborating on the presentation/discussion, both during the class and in preparation.

The group will be submitting their collaborative preparation notes before the class in which they will lead part of the discussion.

Attendance and Participation

Attendance is very important in an upper-division course since this is the forum in which we discuss all these ideas more in depth. Attendance is 5% of the total grade and will be calculated in the following manner:

# of classes missed	Attendance grade
0-1	5
2-3	4
4	3
5	2
6	1
7	0
8	dropped from course

Participation is a subjective measure of the how involved in class discussions a student is. Quantity does not impress as much as quality. However, everyone should participate and 5% of the total grade will be a subjective judgment of how well you added to class discussions.

OFFICIAL INFORMATION

Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the University Catalog. See Academic Policies for definitions of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class

sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition: A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes (roughly 10 hours per week, including class sessions). The time estimations are provided in the Canvas modules.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Mission To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modelled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE ZOOM ETIQUETTE

- **Have both Zoom and Canvas open and available during our sessions.**
 - You can do a split screen on your computer or use multiple devices.
 - During some classes we will use links on Canvas and will do online work.
- **Take notes in whatever way is most helpful to you – but definitely take notes**
 - Having a notebook next to you to jot down ideas and questions is helpful for when we discuss together!
 - Your brain better remembers things you physically write down.
- **Set up a quiet, distraction-free environment before you log on.**
 - This might be challenging, but do your best! Treat our Zoom meeting in the same way you would if you were sitting in class.
 - Come up with a little ritual that let's your brain know you're starting class (and ending it)
- **Avoid multitasking.**
 - Please do not text or email or do other online work during our time together.
- **Keep your audio on mute until you want to speak.**
- **Enable your video so that we can see you and connect with you.**
 - There are times when you may need to disable video (for instance, in order to minimize the activity on your internet connection or if there is a lot of activity going on in your video) – but try to make your “default” having the video on so we can be present together
- **Answer questions or provide comments in the chat feature when it is appropriate.**
 - On the bottom of the Zoom window, click on “Participants” and “Chat.” Two pop-up windows will open on the right side of your screen.
 - I will probably not follow Chat during class (too many things going on).
- **Be respectful of whoever is speaking, whether a prof or fellow student.**
- **Please speak up and let your ideas be heard!**
 - When you want to speak, use the “Raise Hand” feature (on the bottom left of the Participants window).
 - Be sure to unmute yourself to talk.
 - If I don't see your hand raised, please feel free to unmute your mic and say “Hey Rosco.”

EUROPE AND THE WORLD SCHEDULE OF READINGS

WEEK 1: SOME DEFINITIONS

8/17 Welcome and Syllabus
8/19 The Early Iberian Empires
8/21 Colonialism and Imperialism

MAIN READINGS (SEE CANVAS)

Restall and Lane, ch. 8
Young, chs. 2-3

WEEK 2: EUROPE'S EARLY INTERVENTIONS

8/24 Africans in the Americas
8/26 Joint Stock Companies
8/28 Calcutta

Restall and Lane, ch. 9
Dalrymple, ch. 1
Dalrymple, chs. 2-3

WEEK 3: CAN A COMPANY RUN A COUNTRY?

8/31 Company War
9/2 Company Rule
9/4 India Back in Britain

Dalrymple, chs. 4-5
Dalrymple, chs. 6-7.5
Dalrymple, chs. 7.5-8

WEEK 4: WHY EUROPE?

9/7 Wringing India Dry
9/9 Early Modern Globalization
9/11 Why Europe?

Dalrymple, ch. 9 and Epilogue
Bayly, ch. 1
Bayly, ch. 2

WEEK 5: THE "MODERN" WORLD

9/14 The Imperial Meridian
9/16 Post-Revolutionary Europe
9/18 Industrialization and Urbanization

Bayly, ch. 3
Bayly, ch. 4
Bayly, ch. 5

WEEK 6: THE NEW POLITICAL ORDER

9/21 Nationalism
9/23 The Modern State
9/25 Liberalism and Science

Bayly, ch. 6
Bayly, ch. 7
Bayly, ch. 8

WEEK 7: THE LATE 19TH CENTURY

9/28 Religion
9/30 Going Through the Changes
10/2 A Path of Destruction

Bayly, ch. 9
Bayly, ch. 11
Bayly, ch. 12

WEEK 8: EXAM WEEK

10/5 The Fin de Siecle
10/7 EXAM
10/9 Cotton

Bayly, ch. 13
Ross, ch. 1

WEEK 9: BRITAIN ALL OVER THE WORLD

10/12 Victorian Britain
10/14 Expanding Empire
10/16 The Raj

Darwin, ch. 1
Darwin, ch. 2
Darwin, ch. 5

WEEK 10: GREATER BRITAIN

10/19	The Edwardian Transition	Darwin, ch. 7
10/21	Snapping Back the Leash	Darwin, ch. 9
10/23	Imperial Isolation	Darwin, ch. 10

WEEK 11: BAILING OUT A SINKING SHIP

10/26	Can't We All Just Get Along?	Darwin, ch. 12
10/28	Demanding Independence	Darwin, ch. 13
10/30	Neocolonialism?	Darwin, ch. 14

WEEK 12: DECOLONIZATION

11/2	What Comes after Colonialism?	Kennedy, Intro, chs. 1, 3
11/4	Gandhi	Gandhi, <i>Hind Swaraj</i>
11/6	The Problems of "Moving On"	Kennedy, chs. 4-5

WEEK 13: THE END OF FRANCE'S EMPIRE

11/9	Inherited Problems	Ross, chs. 10-11
11/11	France and Indochina	Buettner, ch. 3 (pp. 106-34)
11/13	France and Algeria	Buettner, ch. 3 (pp. 135-62)

WEEK 14: POSTCOLONIALISM

11/16	The Windrush Generation	Buettner, pp. 254-70
11/18	Postcolonialism	Canvas
11/20	Postcolonialism II	Canvas

WEEK 15: WRAP UP

11/23	So What?	
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FINAL: FRIDAY, DECEMBER 4, 10:30-1:00pm

Textbooks (*means it is a book the student is required to have)

- *Bayly, CA (2004), *The Birth of the Modern World, 1780-1914* (Blackwell Pub)
- Buettner, Elizabeth (2016), *Europe after Empire: Decolonization, Society and Culture* (Cambridge University Press)
- *Dalrymple, William (2019), *The Anarchy: The East India Company, Corporate Violence, and the Pillage of an Empire* (Bloomsbury)
- *Darwin, John (2011), *The Empire Project: The Rise and Fall of the British World-System, 1830-1970* (Cambridge University Press)
- Gandhi (1997), *Hind Swaraj and Other Writings*, edited by Anthony J Parel (Cambridge University Press)
- *Kennedy, Dane (2016), *Decolonization: A Very Short Introduction* (Oxford University Press)
- Restall, Matthew, and Kris Lane (2011), *Latin America in Colonial Times* (Cambridge University Press)
- Ross, Corey (2019), *Ecology and Power in the Age of Empire: Europe and the Transformation of the Tropical World* (Oxford University Press)
- Young, Robert JC (2016), *Postcolonialism: An Historical Introduction* (Wiley-Blackwell)