American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts & Humanities
HIST306
The British Empire
Credit Hours: Three
Length of Course: 8-Weeks
Prerequisite: None but HIST300 highly recommended

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

Table of Contents

Instructor Information

Course Description (Catalog)

This course examines the British Empire from the late 18th century to the 1960s. It includes the settler colonies, the colonies inhabited almost exclusively by non-European peoples, and the "informal empire" of trade and investment as well as the impact of the Empire upon the British Isles.

Course Scope

This course encompasses the history of Britain's global empire from its origins in the early modern era through its dissolution in the mid-20th century. The course will survey Britain's place in the changing world economy, its establishment of colonies in the New World, its struggles against rival colonial powers, the British in India and China, the establishment of British colonies in Africa and the Middle East, the colonial influence on Britain itself, the role of colonies in two world wars, and decolonization.

Course Objectives

After successfully completing this course, you will be able to:

- Evaluate the origin of the British colonial system.
- Analyze the major economic and social features of the British Empire and how those features changed over time.
- Discuss the strategic and diplomatic situation of the British Empire relative to other European, Mediterranean and Asian powers.
- Interpret the importance of sea power to the establishment and continuance of the British Empire.
- Assess the influence of British norms and institutions on colonies and former colonies.
- Measure the role played by colonies in 20th century political and military strategy.
- Debate the causes and effects of decolonization following World War II.

Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and forums.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Course Materials

Required Course Textbooks

Johnson, Robert. *British Imperialism*. New York: Palgrave. 2003. (Available through the APUS Online Library)
James, Lawrence. *Rise and Fall of the British Empire*, 3rd Ed. New York: St. Martin's Press, 1997

Additional Resources

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional*.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.

Important Note: The Director of the Undergraduate History, Military History, Western & World History Programs requires conformity with the traditional citation method used by Historians. This is the University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote attribution. Do not use parenthetical (APA / MLA) variations. Students in cannot use Wikipedia or encyclopedias (this includes online encyclopedias) as references for any form of assignment. You may use dictionaries for specific definitions when necessary.

Recommended References:
The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military History courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of Adobe Reader.

Evaluation Procedures

There are several types of assignments to complete for this course. In the lesson section of the class, under the tab Assignment, are detailed expectations for each assignment. Here, in the syllabus, I am providing a brief description of each assignment and the grading in general terms.

Forum

Week One's forum is the only one during the course that is not graded with a numerical grade, it is Pass/Fail. All other forums are graded on a 100-point system.

- ❖ **Thoroughness / Length of Original Post (50 points)**: There is no specific length requirement, but a well-organized and well developed post will typically be two-three healthy paragraphs long (assuming a minimum of five sentences per paragraph). If you explain your ideas clearly and use specific details to support them, your post should reach an appropriate length. These posts should be **your own ideas**. That being said, you are free and welcome to use quotations from our sources to support your opinions. However, you **must** cite them appropriately if you do.
- ❖ **Thoroughness of Peer Responses (25 points)**: Again, there is no limit, but your entry must have substance. Your responses should add to the conversation. Simply saying, "I agree" or "I disagree" is not

good enough. Explain whether you agree and **why**. Bring up another related point, or ask a question. If you choose to ask a question, though, be sure to give your own answer as well. As a general rule, a thorough response will be one-two paragraphs long (again, assuming a minimum of five sentences per paragraph). You will respond to at least three of your classmates during each forum.

❖ **Thoroughness of Follow-Up Question (25 points)**: Same requirements as your original response.

Short Source Response

Throughout the course, you will complete short source responses. This is basically an assignment where you will be given a primary source document to read. You need to write a short (about 3 page) response to the document. In your response, just react to what you see in the document, what questions arise in your mind as you read it, what connections you make with other sources or issues from your text, etc.

Research Paper

For this course, you are required to write an 8-10 page research paper which will be due by the end of Week Seven. Your papers **must** conform to the Chicago Manual of Style for citations and layout. This includes a title page, footnotes, and a bibliography. These "special" pages do **not** count towards the 8-10 page requirement. In the Course Materials section above, I provided a list of books that will help meet the Chicago style requirement.

As an APUS student, you have access to numerous resources at the Online Library's Tutorial & Student Studies Center that will not only help with Chicago style, but will also help polish grammar skills, organize your papers and help you to avoid plagiarism. I encourage you to examine these resources, especially before beginning your research paper, but also as often as you feel is necessary during the actual writing process. The exact breakdown of the grade for this assignment is within the assignment section for week seven.

Final Exam

For this course, you will complete a final comprehensive final exam.

Weighting of Assignments

Every assignment is worth 100 points, though they are weighted differently. Your overall grade for this course will be determined in the following fashion:

Grade Instruments	Total Points
Seven forum assignments	25
Short Response Papers	40
Research Paper	20
Final Exam	15
Total	**100**

I will post your grades for each assignment within five days of the due date or within five days of when you submit it if submitted after the due date. I will provide detailed feedback about what you did well, and what may need improvement. If you have any questions about a grade or need clarification on the feedback, please feel free to email to discuss your concerns.

8 – Week Course Outline

Please see the Student Handbook to reference the University's grading scale

Week	Topic	Weekly Learning Objective(s)	Reading(s) and Web-Activities	Assignment(s) and Forum(s)
1	Origins of the British Empire	Summarize the ideology behind the origin of the "British Empire" Evaluate the social, political, cultural, and economic situation in England at the time of the rise of empire	James, intro and Part 1 Johnson, ch. 1 (skim)	Forum #1 (intro)
2	The British in North America and beyond	Analyze the actions of the British in their North American Empire and the impact of the Seven Years' War on the restructuring the British Empire	James 51–121 Johnson, ch. 2	Forum #2 Short Response #2
3	The Napoleonic Wars	Discuss how the British Empire was changed by the Napoleonic Wars Assess the impact of the Royal Navy on the British Empire Aanalyze the impact of WWI on the British Empire	James 122–68	Forum #3 Short Response #3
4	The British in India	Debate Britain's impact on India Interpret the role of sex in helping to forge empire	James, Part 3 Johnson, ch. 3	Forum #4 Short Response #4
5	Britain and the Scramble for Africa	Evaluate the impact of Britain on Africa	Johnson chs. 4–9	Forum #5 Short Response #5
6	The British Empire, 1900-45	Measure the impact of the colonies on popular culture in Britain	James, Part 4 Johnson chs. 10–12	Forum #6 Short Response #6
7	Decolonization	Examine the impact of WWII on the colonies and Britain	James Part 5 Johnson chs. 13–14	Forum #7 Short Response #7
8	Decolonization and the Postcolonial	Analyze the process of decolonization	Read "London and Karachi" article.	Source Response #8

	world			Final Exam

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

> Drop/Withdrawal Policy
> Plagiarism Policy
> Extension Process and Policy
> Disability Accommodations

Writing Expectations

- Typewritten in double-spaced format
- Times New Roman 12-point font
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.
- Footnotes as applicable

Citation and Reference Style

Students in this course will follow the Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. If I deduct points, it will be within the overarching policy set forth by the Director of the History, Military History, Western & World History Programs. This general policy is that I may reduce assignments that are one week late by 25 percent of the grade, two weeks late by 50 percent, and anything later than that may receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Table of Contents

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through **Smarthinking**. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. The Portal for the History program is located here.