

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military Studies

Course HIST308 European Colonialism 3 Credit Hours Length of Course 8 Weeks

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.

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Instructor Information

Course Description (Catalog)

This course explores European colonial history from the fifteenth century to the present. It takes into account the exploration, colonization, and decolonization of the Americas, Africa, Asia, India and the Middle East by three major European powers: Britain, France, and Spain. The actions of these countries, among others in Europe, affected the areas they colonized and the indigenous populations for generations to come. This course will focus on the expansion of European empires, the consolidation, management, and disintegration of the empires. Prerequisite - HIST300/HS334 for History and Military History majors only.

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Course Scope

This course is divided into 8 weeks, and is organized to give students a broad context in which to study the history of European colonialism. A historian's overarching objective is to understand not only what happened, but why it happened. *European Colonialism* is intended to give students an understanding of why Europe sought overseas colonies, how Europeans conquered and governed other nations, and the consequences of their actions, both short term and long term. Students will focus on areas such as the Americas/Caribbean, Africa, Southeast Asia/China, the Middle East, India, and Australia/the Pacific. Most of the material will focus on the height of colonialism, between the eighteenth and nineteenth centuries, however, students are exposed to a wide range of dates—fifteenth to the twentieth centuries—in an effort to understand colonialism's beginnings and endings.

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Course Objectives

Upon completion of *HIST308 European Colonialism*, students should be able to:

1. Utilize and further develop investigative skills in history by seeking primary and secondary information relating to a specific event or person.
2. Identify the causes and events leading to the European discovery, exploration, and settlement of areas outside of Europe.
3. Summarize and integrate historical information concerning significant eras, themes and traditions - political, economic, societal, and military - of the colonization of the Americas, Africa, India, Asia, the Middle East and Australia/the Pacific.
4. Summarize the impact of European colonialism and rule on native populations.
5. Identify the consequences of colonialism and decolonization.
6. Successfully research and write long and short research papers.

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Course Delivery Method

This course is delivered 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.

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.

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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 (*email*).

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.

All written assignments are due by the last day of each week and are uploaded to the appropriate section of the classroom. **Instructors at APUS do not search through student folders to find the assignment.**

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Course Materials

Required Texts:

Bose, Sugata and Ayesha Jalal. *Modern South Asia: History, Culture and Political Economy*. London: Routledge, 1998.

Chapters 6-10 only

ISBN: 9780203022689

<http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/apus/Doc?id=10402268>

Butel, Paul. *Atlantic*. London: Routledge, 1999.

ISBN: 9780203010440

<http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/apus/Doc?id=10054821>

Chu, Cindy Yik-Yi. *Foreign Communities in Hong Kong, 1840s-1950s*. New York: Palgrave Macmillan, 2005.

Chapters 2-3 only

ISBN: 9781403980557

<http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/apus/Doc?id=10135700>

Clarke, Frank G. *History of Australia*. Westport, CT: Greenwood Press, 2002.

Chapters 2-3 only

ISBN: 9780313011245

<http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/apus/Doc?id=10040727>

<http://ezproxy.apus.edu/login?url=http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=86687>

Daughton, J. P. *Empire Divided: Religion, Republicanism, and the Making of French Colonialism, 1880-1914*. New York: Oxford University Press, 2006.

Chapter 11 only

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ISBN: 9780195345698

<http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/apus/Doc?id=10160580>
<http://ezproxy.apus.edu/login?url=http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=176939>

Falola, Tyoin. *Key Events in African History: A Reference Guide*. Westport, CT: Greenwood Press, 2002.

Chapters 11, 18, Part 3 only

ISBN: 9780313006685

<http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/apus/Doc?id=10040738>
<http://ezproxy.apus.edu/login?url=http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=74619>

Fieldhouse, D. K. *Western Imperialism in the Middle East, 1914-1958*. Oxford: Oxford University Press, 2006.

Part 1, Conclusion only

ISBN: 9780191536960

<http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/apus/Doc?id=10160525>
<http://ezproxy.apus.edu/login?url=http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=177062>

Johnson, Robert. *British Imperialism*. New York: Palgrave Macmillan, 2003.

ISBN: 9781403940315

Chapters 3, 5 only

<http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/apus/Doc?id=10076884>

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional footnote/endnote attribution. **Do not use parenthetical (APA/MLA) variations. Students in History and Military Studies classes cannot use Wikipedia or encyclopedias (this includes online encyclopedias).**

Recommended References:

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007

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 Studies courses.

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Software Requirements:

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

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Evaluation Procedures

All assignments will be due on Sundays at midnight EST. Content, spelling, punctuation, grammar, and timeliness count toward your grade. Final grades for this course are based on the following grading instruments: **forums (initial questions, follow up questions, and responses to classmates), written assignments (research paper proposal, book review, short paper, research paper), and final exam.**

FINAL GRADE BASED ON:

<u>Assignments/ Grade Instruments</u>	<u>Points Possible</u>	<u>% of Final Grade</u>
Forums 1 and 8	3 points each	50%
Forums 2-7 <ul style="list-style-type: none"> • Initial Question • Response to 4 Students • Follow Up Question 	99 points each <ul style="list-style-type: none"> • 60 points • 20 points • 19 points 	
Book Review (2-3 pages)	100	5%
Short Paper (3-5 pages)	100	5%
Research Paper Proposal	100	5%
Research Paper (8-10 pages)	100	15%
Final Examination (Essays)	100	20%
TOTAL	1100 Points	100%

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Grading Scale

Please see the [Student Handbook](#) to reference the University's grading scale.

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Course Outline

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<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Discussion Boards</u>
1	Introduction	<p>1. Become familiar with the setup of the classroom, and course materials and policies.</p> <p>2. Students should begin reading and start thinking about a topic for their short and research papers.</p>	Begin reading; Review class materials	<p>Week 1 Forum (Introduction)</p> <p>Week 1 Forum Response to 4 Classmates</p> <p>Start reading class material and familiarize yourself with materials located in "Resources"</p>
2	The Atlantic (The Americas)	<p>1. Identify nations and important characters responsible for the initial explorations and colonization of the Americas. Assess the reasons for exploration and colonization. Discern the relationship between the colonizers and the Native populations. Decipher the short and long term consequences of colonization.</p> <p>2. Confirm knowledge of course material by answering instructor-led discussion board question and engaging in discussions with classmates. Assemble a research paper proposal focusing on a topic related to the course material.</p>	Butel	<p>Week 2 Forum</p> <p>Week 2 Forum Response to 4 Classmates</p> <p>Research Paper Proposal</p>

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3	Africa	<p>1. Identify nations and important characters responsible for the initial explorations and colonization of Africa. Assess the reasons for exploration and colonization. Discern the relationship between the colonizers and the Native populations. Decipher the short and long term consequences of colonization.</p> <p>2. Confirm knowledge of course material by answering instructor-led discussion board question and engaging in discussions with classmates. Prepare a book review based off of a secondary source intended for the research paper.</p>	Falola (Chapters 11, 18, and Part 3 only)	<p>Book Review</p> <p>Week 2 Forum Follow Up Question</p> <p>Week 3 Forum</p> <p>Week 3 Forum Response to 4 Classmates</p>
4	Indochina/ Hong Kong	<p>1. Identify nations and important characters responsible for the initial explorations and colonization of Indochina and Hong Kong. Assess the reasons for exploration and colonization. Discern the relationship between the colonizers and the Native populations. Decipher the short and long term consequences of colonization.</p> <p>2. Confirm knowledge of course material by answering instructor-led discussion board</p>	Daughton (Chapter 11 only); Chu (Chapters 2-3 only)	<p>Week 3 Forum Follow Up Question</p> <p>Week 4 Forum</p> <p>Week 4 Forum Response to 4 Classmates</p>

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		question and engaging in discussions with classmates.		
5	India	<p>1. Identify nations and important characters responsible for the initial explorations and colonization of India. Assess the reasons for exploration and colonization. Discern the relationship between the colonizers and the Native populations. Decipher the short and long term consequences of colonization.</p> <p>2. Confirm knowledge of course material by answering instructor-led discussion board question and engaging in discussions with classmates. Produce a short research paper on a topic related to course material, but differing from the research paper.</p>	<p>Bose & Jalal (Chapters 6-10 only); Johnson (Chapter 3 only)</p>	<p>Short Paper (3-5 pages) Week 4 Forum Follow Up Question Week 5 Forum Week 5 Forum Response to 4 Classmates</p>
6	Middle East	<p>1. Identify nations and important characters responsible for the initial explorations and colonization of the Middle East. Assess the reasons for exploration and colonization. Discern the relationship between the colonizers and the Native populations. Decipher the short and long term consequences of colonization.</p> <p>2. Confirm knowledge of course</p>	<p>Fieldhouse (Part 1, Conclusion only)</p>	<p>Week 5 Forum Follow Up Question Week 6 Forum Week 6 Forum Response to 4 Classmates</p>

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		material by answering instructor-led discussion board question and engaging in discussions with classmates.		
7	Australia	<p>1. Identify nations and important characters responsible for the initial explorations and colonization of Australia. Assess the reasons for exploration and colonization. Discern the relationship between the colonizers and the Native populations. Decipher the short and long term consequences of colonization.</p> <p>2. Confirm knowledge of course material by answering instructor-led discussion board question and engaging in discussions with classmates. Compile a long research paper based on the topic selected for the research paper proposal.</p>	<p>Clark (Chapters 2-3 only); Johnson (Chapter 5 only)</p>	<p>Research Paper (8-10 pages) Week 6 Forum Follow Up Question Week 7 Forum Week 7 Forum Response to 4 Classmates</p>
8	Final Exam Week	<p>1. Assess the material covered throughout the class to complete a final, comprehensive exam.</p>	<p>Finish and review all readings</p>	<p>Final Exam Week 7 Forum Follow Up Question Week 8 Forum Week 8 Forum Response to 4 Students</p>

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Policies

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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

All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. 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 Studies courses.

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.

All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments one week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

UNDER NO CIRCUMSTANCES WILL ANY WORK BE ACCEPTED IF SUBMITTED PAST THE LAST DAY OF CLASS!!!

NETIQUETTE

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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.

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

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.

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Additional Information

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Weekly study questions and a selected bibliography (if available) are located within the Resources section of the course in a subfolder. You do not have to answer the questions but they are provided to help focus your readings.

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