

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 23
Discipline:	History
Course Number and Title:	HIST 461 Rise and Fall of the British Empire 1600-1947
Division:	Upper
Faculty Name:	Michael C. Connolly
Semester Credit Hours:	3

Prerequisites: The standard CSU prerequisites – three (3) history credits AND no fewer than 45 credits – have been waived by the instructor.

COURSE DESCRIPTION

The death of Elizabeth I in 1601 ended not just a dynasty but also ushered in a new era in British history. Within a decade the rise of the British Empire had started with the British plantation of Ulster in Ireland and significant portions of North America. These events would lead to dynamic changes for both the old and new worlds. This course will attempt to demonstrate the myriad ways in which the empire affected not only those subjected to British hegemony but also the British domestic economy and political life as well. Special attention will be paid to venues on our voyage that have strong legacy ties to the empire, such as Hong Kong and the Pacific Rim, India, Malaysia, Oman and Jordan. What took centuries to assemble seemed to contract and largely crumble over a relatively short period that was accelerated, of course, by two horrific world wars in which Britain was a major participant. Also critical was a widespread nationalist impulse leading to the anti-colonial struggles that hastened the fall of the empire, sometimes in an evolutionary manner but all too often accompanied by widespread violence.

LEARNING OBJECTIVES

By the end of this class students will be able to:

- Demonstrate a familiarity with the major events in the rise and decline of the empire
- Place these specific events into a wider global narrative
- Focus on one specific post-colonial country through the Field Class
- Comparatively analyze trends in two different countries through the CEP
- Identify contemporary consequences of colonialism in countries with British roots

REQUIRED TEXTBOOKS

AUTHOR: Lawrence James
TITLE: *Rise and Fall of the British Empire*
PUBLISHER: St. Martin's Press
ISBN: 0-312-26429-1
DATE/EDITION: 1999

AUTHOR: Nelson Mandela
TITLE: *Long Walk to Freedom*
PUBLISHER: Little, Brown and Co. (Back Bay Books)
ISBN: 978-0-316-54818-2
DATE/EDITION: 1994

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

1: Introduction to the Class and discussion of Field Work and CEP assignments.

The Elizabethan World
James 1, chap. 1

2: British Plantations in Ireland and America

James 1, chap. 4
Jennings, chap 1 Crusader Ideology

3: British Civil War and the Glorious Revolution

James 2, chaps. 1-4

4: The World Turned Upside Down: The American Revolution in Global Significance

James 2, chaps. 5-8

5: Dr. Sun Yat-sen and Chinese Nationalism

James 3, chap. 5

6: Mao Zedong and the Rise of the Peoples Republic of China

7: The British Handover of Hong Kong

James 5, chap. 7

8: Early Industrialism and the Triangular Slave Trade

James 1, chaps. 2-3
Film: Amistad

- 9: Consequences of Industrialism**
James 3, chaps. 1-3
Film: Amazing Grace
CEP Images and Paper Due (1st part)
- 10: Case Study: British Administration of Burma/Myanmar**
- 11: Case Study: Ghana and Kwame Nkrumah**
James 3, chap. 8
- 12: India: The Jewel in the Crown**
James 2, chap. 6; 3, chap. 4; 4, chap. 5
- 13: Midterm Exam**
- 14: Mohandas Gandhi and Indian Independence**
James 5, chaps. 1-2
Film: Gandhi
- 15: Case Study: South Africa and the Boer War**
James 3, chap. 6;
Mandela Parts 1-7
Film: Power of One
- 16: Steve Biko and Nelson Mandela**
Mandela, Parts 8-11
Film: Cry Freedom
- 17: World War I and the Weakening of European Dominance**
James 3, chap. 11; 4, chap. 1
- 18: World War II and British Colonial Decline**
James 4, chaps. 6-10
Film: Bridge Over the River Kwai
- 19: British Policy in the Middle East**
James 4, chap. 4; 5, chap. 3
- 20: The Suez Crisis**
James 5, chap. 4
Brandon, chap. 17, The Destruction of National Will
Kyle, "The End of the Suez Conflict," 532-548

21: Ireland and Northern Ireland

James 4, chap. 2

Film: Michael Collins

Film: Wind that Shakes the Barley

CEP Images and Paper Due (2nd part)

22: To Have and To Hold: Hong Kong and the Falklands

James 5, chap. 7

23: The Legacy of the British Empire

James 5, chaps. 5-6

Ferguson, Conclusion

24: Final Exam

25—FINAL CLASS:

Reflection on the Significance of the British Empire on Global History - "What did I observe about empire/colonialism and its place in the world of the 21st century?"

Disembarkation Day – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute 20% of the contact hours for each course.

Field Class Title:

The Colonial Legacy of the British Empire

Outcomes:

1. To become familiar with sites demonstrating historical British colonial legacies.
2. To examine both the positive and negative influences of colonial legacies.
3. To understand how the host country has adapted since post-colonialism or independence.

Activities:

1. Meetings with university (or graduate) students to discuss these issues.
2. Meetings with cultural institutions that can discuss the country's colonial legacy and review possible solutions to the most serious political or economic challenges they face.

Country Example: a Dalit Village or co-operative housing setting in India.

Assessment:

25% of the grade in the form of a 3-5 page typed paper answering 3-4 significant questions posed by the instructor in the syllabus. The assignment would be due within two classes of the Field Class.

Comparative Experiential Project

The CEP is the required comparative assignment that spans multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

For this class the CEP will count collectively for 25% of the total grade, broken into two papers due on Class 9 and 21 and a one-time oral presentation to the class to be delivered at a specified time during one class between Class 10 until the end of the semester. The papers will be typed double-space and limited to 2-3 pages (maximum) and will attempt to answer this simple question: **“What were the British or colonial influences that you observed or witnessed in two different countries and how are they influencing the countries today?”** These papers will be accompanied by two photo images, one from each country, that each student has captured using their own or a borrowed device. The printed photos will accompany the written papers and the images will be shown in class when making the oral presentation.

Each paper along with the two images will be worth 12.5% (for a total of 25%) and will be graded based on clarity, creativity, and connection to class readings, films or lectures. The in-class oral presentation could add an addition 1-3 points to the total CEP grade if it is judged to be significantly above average.

Students should be looking for these images and thinking comparatively from the very start of our class as the CEP and Field Work in general are both hallmarks of the SAS experience.

METHODS OF EVALUATION

Class 9	CEP (1/2)	12.5%
Class 13	Midterm	25%
Class 21	CEP (1/2)	12.5%
Class 24	Final	25%
TBD	Field Class	25%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.

- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILMS

TITLE OF FILM: Gandhi
DISTRIBUTOR:

TITLE OF FILM: Michael Collins
DISTRIBUTOR:

TITLE OF FILM: Cry Freedom
DISTRIBUTOR:

TITLE OF FILM: The Power of One
DISTRIBUTOR:

TITLE OF FILM: Amistad
DISTRIBUTOR:

TITLE OF FILM: Wind that Shakes the Barley
DISTRIBUTOR:

TITLE OF FILM: Amazing Grace
DISTRIBUTOR:

TITLE OF FILM: Bridge over the River Kwai
DISTRIBUTOR:

ELECTRONIC COURSE MATERIALS

AUTHOR: Piers Brandon
ARTICLE/CHAPTER TITLE: Chapter 17, The Destruction of National Will
JOURNAL/BOOK TITLE: *Decline and Fall of the British Empire*
VOLUME
DATE: 2010
PAGES: 487-515

AUTHOR: Francis Jennings
ARTICLE/CHAPTER TITLE: Chapter 1, Crusader Ideology
JOURNAL/BOOK TITLE: *The Invasion of America*
VOLUME:
DATE: 1976
PAGES: Chapter 1

AUTHOR: Niall Ferguson
ARTICLE/CHAPTER TITLE: "Conclusion"
JOURNAL/BOOK TITLE: *Empire*
VOLUME:
DATE: 2002
PAGES: 303-317 (Conclusion)

AUTHOR: Keith Kyle
ARTICLE/CHAPTER TITLE: Chapter 29, "The End of the Suez Conflict"
JOURNAL/BOOK TITLE: *Suez: Britain's End of Empire in the Middle East*
VOLUME:
DATE: 2011
PAGES: 532-548