

HTS 3063 -- OUTPOSTS OF EMPIRE: COMPARATIVE HISTORY
OF BRITISH COLONIZATION

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Spring 2018
MWF 1:55-2:45 p.m.
Office "Half Hours":
MWF 1:10 -1:40 p.m. &
2:45-3:15 p.m.

Great Britain developed one of the largest and most successful European colonial empires of the past five hundred years. At its peak during the early 20th century, the British Empire encompassed approximately one-quarter of the earth's land surface and one-quarter of its population. In addition to establishing overseas trading centers and imposing British control over native populations in areas such as the Indian subcontinent and Africa, Great Britain also founded colonies of settlement in which settlers from the British Isles became dominant or influential.

The United States has the largest population and is the most influential of any of the nations strongly shaped by settlement from the British Isles. Most Americans, however, know little about the four other British-settled areas that have become modern nations--Australia, New Zealand, Canada, and South Africa.

This course will focus on the four British "outposts of empire" besides the United States whose histories are strikingly similar to and yet different from that of the United States. In each case, we shall focus especially on (1) the reasons for the initial settlement of each area; (2) how different patterns of race relations and ethnicity emerged; (3) the gradual development of a sense of autonomy and national identity; and (4) changing relations between the countries and Britain and the United States. Our larger goal will be to explore the interaction between cultural background and environmental factors in each area, as well as which aspects of these countries are similar to or different from each other. Learning more about these sister societies to the United States may help us better understand ourselves as well.

Evaluation in this course will be based on three mid-semester exams (indicated in the outline at the end of this syllabus), on a book review, and on a final comprehensive exam. Other forms of evaluation may also be used. The exams will be based both on the required reading and on the class lectures and discussions.

The required books will provide an introduction to the four countries we are studying.

Russel Ward, Australia: A Short History
Tom Brooking, Milestones: Turning Points in New Zealand History, 2nd Edition
H. V. Nelles, A Little History of Canada, 3rd edition
Leonard Thompson, A History of South Africa, 4th edition

Class sessions will combine lectures, discussion, films, slides, and outside speakers when possible.

Since the required readings only provide a taste of the fascinating development of these countries, each student will be expected to choose a book about some aspect of one or more of these countries or related topics that interest them and then write a 6-to-10 page review of it. The book a student chooses to review *must* be approved *in advance*, in consultation with the professor. More detailed instructions about the book reviews will be provided in class.

Please Take Careful Note of the Following:

Students are expected to attend class regularly and to arrive on time by the scheduled beginning of class (no later than 1:55 p.m. m.), and be ready to participate in class discussions on the assigned readings.

More than six (6) unexcused absences from class (the equivalent of two full weeks of class) may be grounds for reduction in the student's overall course grade by one full level.

Throughout this course, all students are expected to follow the Georgia Tech Honor Code.

IMPORTANT ADDITIONAL NOTE: The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Area E Approved Learning Outcome:

Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

Explain how the course satisfies the learning outcome:

To demonstrate that they have met the Area E learning outcome, students will be able to *describe* the initial reasons for the settlement of the four primary British settlement colonies other than the United States (Canada, Australia, New Zealand, and South Africa), *compare* how differing patterns of race relations and ethnicity developed in each area, *explain* how each settlement area gradually developed its own distinctive sense of national identity apart from that of the mother country, and *analyze* the relative importance played by the cultural roots of the settlers and the environmental challenges they faced in creating distinctive new societies.

Course Learning Outcomes:

1. Students will *describe* the social, economic, and political factors that influenced people from the British Isles to emigrate to each of these areas.
 2. Students will *compare* how different patterns of race relations and ethnicity developed as settlers from the British Isles interacted with the indigenous inhabitants of each area.
 3. Students will *explain* how the historical maturation of these outposts of the British Empire gradually allowed them to develop a sense of their own distinctive national identity separate from that of the mother country.
 4. Students will *analyze* the relative impact that the cultural roots of the settlers and the frontier environments they faced had on the development of each area.
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Overview of Class Topics, Assignments, and Exams:

(For specific reading assignments, consult the class-by-class reading assignment sheet.)

I. Introduction to the Comparative Study of British Colonization

January 8, 10, 12, 17, 19, 22, 24

Readings: Articles to be supplied in class or from on-line Library reserve

NO CLASS--Monday, January 15 - Martin Luther King Jr.'s Birthday Celebrated

II. Australia

January 26, 29, 31; February 2, 5, 7

Reading: Russel Ward, Australia: A Short History (entire)

Film, slides, or speaker on Australia

EXAM #1--Friday, February 9 on Topics I and II

III. New Zealand

February 12, 14, 16, 19, 21, 23, 26, 28

Reading: Tom Brooking, Milestones: Turning Points in New Zealand History (entire)

Film, slides, or speaker on New Zealand

EXAM #2--Friday, March 2 on Topic III

IV. Canada

March 5, 7, 9, 12, 14, 16, 26

Readings: H. V. Nelles, A Little History of Canada (entire) *and*
John Saywell, Canada: Past and Present (entire)

Film or speaker on Canada

NO CLASS--March 19-23--Spring Break!

EXAM #3--Wednesday, March 28 on Topic IV

V. South Africa

March 30; April 2, 4, 6, 9, 11, 13, 16, 18, 20, 23

Reading: Leonard Thompson, A History of South Africa (entire)

Films or speaker on South Africa

BOOK REVIEWS due: Monday, April 9

VI. Concluding Discussion of the Comparative Histories of British Settlement Colonies

April 23

FINAL EXAM--Thursday, May 3---2:50-5:40 p.m.

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READING ASSIGNMENTS

January 10--begin Thompson and Lamar, "Comparative Frontier History"
January 12/15--begin Frederick Jackson Turner, "The Significance of the Frontier in American History"

NO CLASS--Monday, January 15--Martin Luther King Jr.'s Birthday Celebrated

January 17--begin Russel Ward, Australia: A Short History, chapter 1 (pp. 1-22)
January 19--begin David Day, Claiming a Continent: A New History of Australia, pp.1-8 & 33-46
January 22--begin Ward, chapter 2 (pp. 23-44)
January 24--begin Ward, chapter 3 (pp. 45-68)
January 26--begin Ward, chapter 4 (pp. 69-96)
January 29--begin Ward, chapter 5 (pp. 97-125)
January 31--begin Ward, chapter 6 (pp. 126-151)
February 2--begin Ward, chapter 7 (pp. 152-176)
February 5--begin Ward, chapter 8 (pp. 177-198)
February 7--review for Exam #1

EXAM #1 -- Friday, February 9

February 12-- begin Brooking, Milestones: Turning Points in New Zealand History, 2nd ed., pp. 19-24 & 30-37
February 14--begin Brooking, pp. 38-63
February 16--begin Brooking, pp. 70-101
February 19--begin Brooking, pp. 102-110 & 116-132
February 21--begin Brooking, pp. 146-165
February 23--begin Brooking, pp. 177-195
February 26--begin Brooking, pp. 196-204
February 28--review for Exam #2

EXAM #2 -- Friday, March 2

*March 2 --begin John Saywell, Canada: Past and Present, pp. 1-11, & Nelles, A Little History of Canada, 3rd ed., pp. vii-xiv
March 5--begin H. V. Nelles, chapter 1 (pp. 1--53)
March 9--begin Nelles, chapter 2 (pp. 55-113)
March 12--begin Nelles, chapter 3 (pp. 115-183)
March 14--begin Saywell, pp. 25-31, 49-61, 62-75, & Nelles, ch 4a (pp. 185-220)
March 16--begin Nelles, chapters 4b & 5 (pp. 220-274)

NO CLASS--March 19-23--Spring Break!

March 26--review for Exam #3

EXAM #3 -- Wednesday, March 28

*March 28--begin Thompson, History of South Africa, chapter 1 (pp. 1-30)

March 30--begin Thompson, chapter 2 (pp. 31- 69)

April 2--begin Thompson, chapter 3 (pp. 70-109)

April 4/6--work on Book Reviews

BOOK REVIEWS due -- Monday, April 9

April 9--begin Thompson, chapter 4 (pp. 110-153)

April 11--begin Thompson, chapter 5 (pp. 154-186)

April 13--begin Thompson, chapter 6-7 (pp. 187- 240)

April 18--begin Thompson, chapters 8-9 (pp. 241-289)

April 20--begin Thompson, chapters 10 (pp. 290-346)

April 23--review for FINAL EXAM

FINAL EXAM -- Thursday May 3--2:50-5:40 p.m.