

DEREE COLLEGE SYLLABUS FOR: HY 3044 EUROPEAN EMPIRES AND DECOLONIZATION	
UK LEVEL: 5 UK CREDITS: 15 US CREDITS:3/0/3	
(New Fall 2022)	
PREREQUISITES:	None
CATALOG DESCRIPTION:	Comparative history of the British, French, Dutch, Belgian and Portuguese empires. Examination of the driving forces behind geographical expansion of these empires. Discussion of imperial administration as well as issues of race and segregation; covering how this imperial world impacted the lives of millions of colonial civilians. Focus on the indigenous anti – colonial movements and subsequent decolonization process from the end of the Second World War, during the Cold War until the 1970s.
RATIONALE:	Growing nationalism after 1870 was undoubtedly a major determinant in the growth of the new imperialism. As European affairs grew tense, heightened competition spurred European states to acquire colonies abroad. Students will explore the ways in which these empires encountered, understood, and governed difference. The coming of the Second World and the Cold War will bring about the forces that will put in motion the long and painful process of decolonization.
LEARNING OUTCOMES:	As a result of taking this course, the student should be able to: 1. Evaluate the political, social, and economic motives of European Imperialism. 2. Compare and contrast the various forms of colonial rule. 3. Synthesize a coherent, factual interpretation of the dynamics of decolonization 4. Examine how the imperial past has helped shape the process of early and later globalization
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures and class discussions on secondary material and some primary sources • Homework assignments. • Office hours held by the instructor to provide further assistance to students. • Use of library facilities for further study and preparation for the examinations • Use of the Blackboard site to further support communication, by posting lecture notes, assignment instruction, timely announcements, formative quizzes and online submission of assignments.

ASSESSMENT:	Summative:		
	1 st assessment: Group project	10%	
	2 nd assessment: Term Paper (2000 words)	40%	
	Final assessment: Final examination (essay-type questions)	50%	
	Formative:		
	Active participation in class discussions	0%	
Annotated bibliography and draft paper	0%		
	<p>The 1st summative assessment tests LO1 The 2nd summative assessment tests LOs 1, 2, 3 The final summative assessment tests LOs 2, 4 The formative assessment prepares students for the exams</p> <p><i>Students are required to resit failed assessments in this module.</i></p>		
INDICATIVE READING:	REQUIRED READING:		
	<p>Martin, T., Moore, B., and Butler, L.J., <i>Crises of Empire: Decolonization and Europe's Imperial States</i>. Bloomsbury 2015.</p> <p>John Darwin, <i>After Tamerlane: The Global History of Empire</i> London, 2007</p> <p>Jane Burbank and Frederick Cooper, <i>Empires in World History: Power and the Politics of Difference</i> 2010</p> <p>Jurgen Osterhammel, <i>Colonialism: A theoretical Overview</i> 2005</p>		
	RECOMMENDED READING:		
	<p>Eldridge, C.C. (ed.), <i>British Imperialism in the Nineteenth Century</i>, London 1984.</p> <p>Bush, B., <i>Imperialism, Race and Resistance: Africa and Britain 1919-1945</i>, London 1999.</p> <p>Conklin, A., Fletcher, I.C. (ed.), <i>European Imperialism 1830-1930</i>, Boston 1999.</p> <p>Ronald Hyam, <i>Britain's Declining Empire: The Road to Decolonisation, 1918-1968</i> (Cambridge, 2007).</p> <p>Ferro, M. <i>Colonization: A Global History</i>, London, 1997.</p> <p>Hyam, R., <i>Understanding the British Empire</i>, Cambridge 2010.</p> <p>Porter, A., <i>European Imperialism 1860-1914</i>, London, 1994.</p> <p>Shipway, M. <i>Decolonization and Its Impact: A Comparative Approach to the End of Colonial Empires</i>, Bloomsbury 2015.</p> <p>Wright, H.M., <i>The 'New Imperialism: Analysis of Late-Nineteenth-Century Expansion</i>, Lexington Second Edition.</p> <p>P.Wolfe, 'History and Imperialism: A Century of Theory, from Marx to Postcolonialism', <i>American Historical Review</i> 102:2 (1997), 388-420.</p>		

INDICATIVE MATERIAL: <i>(e.g. audiovisual, digital material, etc.)</i>	REQUIRED MATERIAL: RECOMMENDED MATERIAL:
COMMUNICATION REQUIREMENTS:	Written and verbal presentation skills using proper English
SOFTWARE REQUIREMENTS:	Word
WWW RESOURCES:	BBC Radio 4- In our Time- The East India Company
INDICATIVE CONTENT:	<p>1. Empire: Concepts, Definitions, Comparisons</p> <ol style="list-style-type: none"> 1.1. The role of Social Darwinism and Racism 1.2. Economic motives 1.3. Social motives 1.4. Nationalistic motives <p>2. Imperial Administration</p> <ol style="list-style-type: none"> 2.1. British India 2.2 British possessions in Africa 2.2. French Indochina 2.3. The Belgian Congo 2.4. French Algeria <p>3. Race and Segregation in the colonies</p> <ol style="list-style-type: none"> 3.1. The British Raj and the Indian castes 3.2. The ‘pieds-noirs’ in Maghreb 3.3. Segregation in South Africa <p>4. The Colonies in the Two World Wars</p> <ol style="list-style-type: none"> 4.1. The colonies in the European trenches of 1914 4.2. The first attempts for self – rule in the 1930s 4.3. Gandhi and the policy of civil disobedience 4.4. The case of British Nigeria 4.5. The colonies in the Second World War <p>5. The Decolonization Process 1945 - 1970</p> <ol style="list-style-type: none"> 5.1. The Cold War 5.2. Late British India, and Partition 5.3. French Indochina, Vietnamese Communism 5.4. The Dutch East Indies and Indonesian Independence 5.5. The Belgian Congo 5.6. Portugal, Dictatorship, and Decolonization in Africa <p>6. The Effects of Decolonization</p> <ol style="list-style-type: none"> 6.1. The shock of loss. 6.2. The dawn of a new era.

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
verbs	<ul style="list-style-type: none"> • Choose • Define • find • How • label • list • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • classify • compare • contrast • Demonstrate • Explain • Extend • Illustrate • infer • interpret • outline • Relate • Rephrase • Show • summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Classify • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • select • solve • utilize 	<ul style="list-style-type: none"> • Analyze • Assume • categorize • classify • compare • Conclusion • contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • inference • Inspect • list • Motive • Relationships • Simplify • survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Classify • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • ... or ... • Rate • Recommend • Rule on • select • Support • value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • originate • originate • Plan • Predict • Propose • Solution • solve • suppose • Test • Theory