History 490.1: Capstone Research Seminar: Imperialism

History 490 is in many ways the culmination of your four (or more) years of study. It requires that you draw upon reading, critical analysis, and writing skills that you have cultivated as you have progressed through the liberal arts curriculum. In addition, it calls for the intensive application of your knowledge of history, historiography, and the tools and techniques of the profession in the creation of an original piece of historical scholarship. This will likely be one of the most demanding courses you will take in your undergraduate career.

This course has two main components:
--a short but intensive seminar focusing on imperialism. Through a combination of readings, short summary and response papers, and discussion, we will explore various theories and concepts of imperialism and their applicability to selected cases and examples.
--a research paper (20+ pages) on an approved topic related to imperialism. The end result will be the creation of an original, publication-worthy piece of historical scholarship that is based (as far as possible) on primary sources.

Due to time constraints, these components will overlap significantly. In other words, at the same time that we will be reading and thinking about historical writing and about imperialism more generally, you will also be selecting a topic and obtaining and utilizing sources for your own individual research projects. It is vital that you remain keenly aware of the assignments and due dates involved and budget your time and energy accordingly.

Required texts:

Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations. Chicago: University of Chicago Press, 2007 (or whatever edition you have from your History 200 days).

Selected readings on Blackboard and/or on reserve at the HBLL

Assignments and Grading (See below for details)
Readings seminar 25%
Seminar paper 75%

Grade Percentage
A 94-100; A- 90-93; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; E 59

GENERAL INFORMATION

I: How to reach me:
--E-mail (kwlarsen67@gmail.com). This is the best way to reach me. I check my e-mail at least twice a day (on weekdays) and make it a rule to respond as quickly as possible.
--My office: JFSB 2151 (422-3445). My regular office hours are Wednesdays 3:00-4:30 pm and Fridays 9:00-10:30 am. I will also be available at other times by appointment. Also, feel free to drop by unannounced with class-related questions or issues, or just to chat. If the matter is urgent, contact me to make an appointment.
II: Blackboard. Course reserve readings and assignments will be posted on Blackboard. See https://blackboard.byu.edu/webapps/portal/frameset.jsp for details. If you are unfamiliar with this program or how to access it, please see me.

III: Academic integrity is vitally important. This means (among other things) that all submissions of written work are entirely your own and all sources are properly cited. Should you have any questions about this or other related matters, consult the BYU Honor Code (especially the section on "Academic Honesty" (http://honorcode.byu.edu/index.php?option=com_content&task=view&id=5302&Itemid=5698)) or see me. Cheating, plagiarism, or other violations of the Code will result in no credit for the assignment, quiz, or test, and may result in failure for the course.

IV: Honor Code Standards. In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

V: Preventing Sexual Discrimination or Harassment. Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

VI: Students with Disabilities. If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
Short response papers

Five (5) short response papers are required. Two deal with philosophical and methodological issues related to writing and three with aspects of imperialism. Note the following requirements and guidelines:

1) Pay close attention to due dates. Generally, an electronic version of each response paper will be due at 3:00 pm on the class-meeting day before we are scheduled to meet and discuss the topic of the assigned paper. For example, for the session “Why write?” (January 10), an electronic version should be submitted to me via e-mail no later than 3:00 pm on January 7.

2) Response papers must strictly adhere to all of the “Requirements for Written Work” included in the syllabus as well as more generally follow the standards outlined in Turabian’s A Manual for Writers.

3) Response papers must clearly and forcefully answer the required question(s). Avoid wishy-washy equivocations whenever possible. Take a stand and defend it!

4) All outside material, including the assigned reading(s) must be properly cited. If endnotes are used, the works cited page does not count in the 3-page limit.

6) Each response paper is worth two (2) points of the overall course grade. Informed and enthusiastic participation in the class session associated with each paper is also worth two (2) points of the overall course grade.

7) In addition, you will be required to evaluate and critique a peer’s paper (worth one (1) point of your overall grade).

Peer critique guidelines

As part of the process of writing, revising, and discussing, each of you will be required to critique your peers’ writing. This will be done for both the five short response papers as well as for stages of the full research paper including the “State of the Field” short essay and the full draft. Note the following requirements, guidelines and suggestions:

--In order to ensure that each student has sufficient time to read and critique his or her assigned paper, it is vitally important that each and every student submit the required assignments (electronically via e-mail (kwlarsen67@gmail.com) on time!

--Conventional written comments on the paper version of the document are acceptable. Better, however, are electronic comments. Enable the “track changes” function (or its equivalent) on your word processor and use the “insert comment” feature (like [hi]).

--In addition to in-text comments, comment briefly (with the exception of the full draft, which will require more extensive comments) on the following elements in a type-written/printed critique at the end of the paper:

--Argument: first and foremost, does the paper make one? If so, is it significant (e.g. does the author make a strong case for why we should care about the argument)? Is it clear (does the reader know exactly what it is? Why or why not)? Is it well defended with evidence and logical reasoning?

--Organization: is the paper clearly and simply organized? Does each paragraph have a clear thesis/idea? Do the paragraphs taken together support the larger points/arguments of the paper? Is most of the paper devoted to making and defending an argument (as opposed to superfluous introductions, “background” material, tangential ramblings, redundancies, etc.)?

--Sources: does the paper make use of sufficient sources to support its argument? Are they properly cited?

--Grammar and syntax: does the paper follow proper rules of grammar, syntax etc.? Be especially vigilant of the items listed in the handout “Guidelines for written work.”

--Style: is the paper written in an interesting and compelling manner?

--Submit an electronic version of your critique to the paper author and to me. Modify the title of the electronic document from the originally stipulated format to the following format: Author’s full last name, author’s first initial, abbreviated title of paper, initials of person offering critique in parentheses. For example:

Original electronic title of paper: Larsen, K. Writing is obsolete in the 21st century, Hist 490, Jan 7, 2010.docx

Electronic title of critique: Larsen K., Writing is obsolete (kwl comments).docx

-- Please be honest in your assessment but constructive in your suggestions and critiques.
Short response paper schedule

Jan 7-10: Why write?

Reading


Response paper (2 points): electronic submission due by 3:00 pm on Jan 7.

A 3-page paper that assesses the role of formal academic writing in our 21st-century society. Support either the contention that formal academic writing remains a vital element today or that (like Edward Everett-style oratory or the ability to compose sonnets in iambic pentameter) it is increasingly obsolete and anachronistic.

Peer critique (1 point): due at the start of class on Jan 10

Read and offer comments and suggestions for improvement for a paper written by one of your peers. See the relevant section of the syllabus for details. An electronic version of your critique should be sent to the author and to me before the beginning of class.

Discussion questions/topics (2 points): Jan 10

What is McWhorter’s main argument? How does he support it? Are you convinced? Why or why not?

What are the key differences between writing and speech as emphasized by McWhorter? What role does the written word play in academia? In society at large?

What do you think are the most important elements of a formal academic paper? A formal history paper?

What distinguishes good writing from bad? Great from good?

Be prepared to discuss a specific example (book or article) of what you consider to be first-rate historical writing (preferably one that focuses on imperialism but any piece of historical scholarship will do).

Jan 17-19: What is imperialism?

Readings


Response paper (2 points): electronic submission due by 3:00 pm on Jan 17

A 3-page paper that presents and defends a single definition of imperialism that best fits and explains the phenomenon as it has existed from the period 1500-present. What are imperialism’s salient features? How do we distinguish between “imperialism” and mere relations between polities of unequal power? Use specific examples whenever possible.

Peer critique (1 point): due at the start of class on Jan 19

Read and offer comments and suggestions for improvement for a paper written by one of your peers. See the relevant section of the syllabus for details. An electronic version of your critique should be sent to the author and to me before the beginning of class.
Discussion questions/topics (2 points): Jan 19

What is imperialism? How is it different from mere relations between polities?

What are the most meaningful and useful categories, types, or sub-types of imperialism?

Has imperialism been beneficial for those who practice or experience it? Why or why not?

What are the most significant or interesting scholarly questions we can ask about imperialism in general?

Jan 21-24: Is cheating a problem?

Reading


Response paper (2 points): electronic submission due by 3:00 pm on Jan 21

A 3-page paper that answers the following question: “Is cheating a problem?”

Peer critique (1 point): due at start of class on Jan 24

Read and offer comments and suggestions for improvement for a paper written by one of your peers. See the relevant section of the syllabus for details. An electronic version of your critique should be sent to the author and to me before the beginning of class.

Discussion questions/topics (2 points): Jan 24

Is cheating a problem? Why or why not? If yes, what are appropriate solutions to the problem?

What is plagiarism? Does it matter?

Why do historians (and academics in general) emphasize source citation so much? Is this emphasis misplaced?

What are the elements of a properly cited source?

What are the characteristics, benefits and drawbacks of different types of historical sources (primary vs. secondary etc.)?

Jan 26-28: Case Study #1: The British Empire in India (emphasis on the 19th century)

Readings


Response paper (2 points): Electronic submission due by 3:00 pm on Jan 26

A 3-page paper that answers one (1) of the following questions:

-How did Indian attitudes towards British imperialism in India change over time? What accounts for or explains these changes?
What were the most significant impacts and/or legacies of British imperialism in India? On balance, was British imperialism in India a positive or a negative phenomenon?

Peer critique (1 point): Due at the start of class on Jan 28

Read and offer comments and suggestions for improvement for a paper written by one of your peers. See the relevant section of the syllabus for details. An electronic version of your critique should be sent to the author and to me before the beginning of class.

Discussion questions/topics: Jan 28

What was the nature of British imperialism in India? How did this change over time?

Was British rule in India a positive or a negative phenomenon?

Defend and/or critique the following proposition: “British rule created ‘India.’”

In what ways was British rule in India similar to or different from other parts of the British Empire (North America, Ireland, Africa, Southeast Asia etc.)?

Did the experience of ruling India change or shape Britain? If so, how?

Feb 2-4: Case Study #2: The Qing Empire (1644-1912)

Readings


Locate and read at least two (2) book reviews (via on-line databases on the HBLL website) of one (1) of the following (send me a list of your top three preferences and I will assign the books accordingly):

- Hostetler, Laura, Qing Colonial Enterprise: Ethnography and Cartography in Early Modern China. Chicago: University of Chicago Press, 2005
- Perdue, Peter. China Marches West: The Qing Conquest of Central Eurasia, Cambridge, MA; Belknap, 2005
- Teng, Emma, Taiwan's Imagined Geography: Chinese Colonial Travel Writing and Pictures, 1683-1895 Cambridge, MA: Harvard University Asia Center, 2006

One (1) of the following (send me a short list of your top three preferences and I will assign the readings accordingly)

- Kirby, William C. "The Internationalization of China." China Quarterly, no. 150 (June 1997): 443-458. (Blackboard, JSTOR)


**Response paper (2 points): Electronic submission due by 3:00 pm on Feb 2.**

A 3-page paper that answers **one (1) of the following:** Did Qing China practice imperialism? If yes, what kind? Was it different from Western imperialism? If the Qing wasn’t an empire, what was it?

**Peer critique (1 point): Due at the start of class on Feb 4.**

Read and offer comments and suggestions for improvement for a paper written by one of your peers. See the relevant section of the syllabus for details. An electronic version of your critique should be sent to the author and to me before the beginning of class.

**Discussion questions/topics (2 points): Feb 4**

How has the field of Chinese history as it relates to imperialism changed over the past several decades?

How has contemporary China dealt with the issue of imperialism in its past?

What are the most significant or interesting scholarly questions we can ask about China and imperialism?
REQUIREMENTS FOR WRITTEN WORK

1) Submission guidelines:
   --All assignments must be submitted electronically to me via e-mail (kwarsen67@gmail.com) by the designated deadline, usually no later than before class.
   --Late submissions will be penalized.
   --Document title: All electronic submissions should use the following format in the **electronic title of the document** (in other words, when you click “save” or “save as”):
   
   Full last name, First initial of first name, *Brief* title of paper/assignment, Name of course, Date (optional).
   

2) Format:
   --All written assignments must be typewritten and double-spaced with reasonable fonts and formats.
   --Assignments of multiple pages should be bound together with a staple or paper clip.
   --Assignments of multiple pages should be paginated.
   --All written assignments (both paper and electronic versions) should include the name of the author, name of course, and date.
   --All written assignments should have a title.
   --Omit extra spaces between paragraphs, headings etc. Extra white space gives the impression that you are trying to fill up space rather than convincingly convey an argument. Note to Microsoft Word 2007 users: this requires changing the default spacing before and after paragraphs to “0.”
   --Avoid “orphan” sentences or headings (e.g. single lines of a heading or a new paragraph at the bottom of the page).
   --Avoid page-long (or longer) paragraphs. Paragraphs of this length generally tell me that you aren’t exactly sure what the main point of your paragraph is.

3) Sources and citation:
   --Any time you use a fact, figure, word, phrase or idea that is not your own, you need to let the reader know you are doing this by properly citing your sources.
   --Proper source citation is required for two reasons (among others):
      1) Adhering to the BYU Honor Code by avoiding plagiarism. Plagiarism is defined in the [BYU Honor Code](http://sas.byu.edu/catalog/2009-2010ucat/GeneralInfo/HonorCode.php#HCOfficeInvovement) as follows:
         - **Intentional Plagiarism**: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.
         - **Inadvertent Plagiarism**: Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.
      2) Following proper scholarly conventions by acknowledging sources of information (and, therefore, helping the reader distinguish between the words, phrases and ideas of others and your original contributions) and enabling the reader to locate your sources on his or her own.

   --When citing sources from edited volumes, be sure to indicate the actual author and article/chapter title rather than citing only the title of the book and its editor. For example, the chapter written by Peter C., Perdue “A frontier view of Chineseness” in the book *The Resurgence of East Asia: 500, 150 and 50 year perspectives* edited by Giovanni Arrighi, Takeshi Hamashita and Mark Selden, should be cited under Perdue’s name with the title of his chapter first:
   

   --Be vigilant to ensure that works cited/bibliography match what is cited in footnotes or parenthetical citations in the text.
   --The titles of publications should be italicized or underlined (e.g. *New York Times*, or *Korea Old and New*). Titles of articles or chapters contained within those publications should be placed within quotation marks. For example:
   

   --Whenever humanly possible, specific page numbers should be cited!
   --“Block quotes,” quotations that are four or more lines in length, should be indented, single-spaced, and avoided if at all possible. Generally the message a block quote sends to me is that you are trying to fill space and have little or nothing to say.
4) Grammar, syntax, and spelling (with many thanks to W.B. Hauser, M.B. Knox et al).

Formal academic writing at the collegiate level can and should be completely free of grammatical, syntactical and spelling errors. Please note the following areas of particular focus and emphasis.

a) Possessive

Please memorize the following distinctions.

SINGULAR: king
SINGULAR POSSESSIVE: king's

PLURAL: kings
PLURAL POSSESSIVE: kings'

Be especially careful of "it." The possessive of "it" is "its." NO APOSTROPE!

IT'S is a contraction of "it is," and is unacceptable in formal writing. Therefore if you see "it's"—with an apostrophe—it must be wrong!

b) Agreement

Do not mix singular subjects and plural verbs or pronouns (or vice versa).

"Japan felt the agreement should be made on their terms." [The syntax is wrong: Japan is singular, their is plural.] "Japanese leaders felt the agreement should be made on their terms," is correct, as is "Japan felt the agreement should be made on its terms."

c) Use of pronouns without a clear antecedent.

Be careful of sentences or paragraphs that begin with "this." For example: "This reflected Japan's determination to protect itself from foreign domination." What is "this?" How is the reader to know?

d) Tenses

The only appropriate tenses for dealing with past events are the PAST tenses. If you find yourself writing a history paper in the present tense, you are doing something wrong. Different disciplines (i.e. Literature or Biology) use different conventions for tenses.

e) Contractions, Colloquialisms, Jargon

Contractions (can't, won't, it's, etc., and the like) are unacceptable in formal writing. DO NOT USE THEM. Colloquialisms and slang ("a lot of," "tons of" etc.) are equally out of place. Avoid redundancies such as "time period," phrases such as "At that time" [be specific - use the date instead], "awesome" or "for sure" [vacuous].

ERROR SEARCH LIST FOR WORD PROCESSORS:

Before submitting a piece of written work, you will be well served to search for (and correct when needed) the following:

--it's (a contraction; the possessive of "it" is "its")
--there, their (check pronoun agreement)
--this (check for clear antecedent)
--like (if you are comparing, use "as" for "like")
--quote (should be a verb; the noun is "quotation")
--lead (make sure you do not mean led)
--capital (unless you are referring to the famous domed building in Washington DC, you probably mean "capital").
--thrown (I am perennially surprised at how many students use this word when referring to a monarch's chair (throne).
--populous means heavily populated or crowded; it does NOT mean "all the inhabitants of a place" (e.g populace).
--tenant (someone who pays rent for the right to use land) is not the same as tenet ("An opinion, doctrine, or principle held as being true by a person or especially by an organization").
Research paper guidelines, deadlines and requirements

Jan 5-Feb 6: Preparation

Choose a topic and formulate a research question and agenda.

Consider the following when deciding on a topic:
-- Region of interest
-- Time period of interest
-- Area in which you have done previous research
-- Availability of source material (especially primary sources)
-- Potential research questions (and their significance)

Some time during this first month, you need to visit me (either during office hours or by other arrangement) at least once to discuss your topic.

While not required, it is also recommended that you consider the possibility of using the following resources:
-- HBLL Special Collections (http://lib.byu.edu/sites/sc/). Note that you are welcome to communicate with the Special Collections archivists via web-based e-mail (http://lib.byu.edu/sites/sc/policies/mail-an-archivist/).
-- HBLL Subject Librarians (http://lib.byu.edu/sub_libs.php). Of particular interest may be the following:

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<thead>
<tr>
<th>Subject</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Asian Studies</td>
<td>Gail King</td>
<td>HBLL 5522</td>
<td>(801) 422-3061</td>
<td><a href="mailto:gail_king@byu.edu">gail_king@byu.edu</a></td>
</tr>
<tr>
<td>European Studies</td>
<td>Richard Hacken</td>
<td>HBLL 1110</td>
<td>(801) 422-6276</td>
<td><a href="mailto:richard_hacken@byu.edu">richard_hacken@byu.edu</a></td>
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<tr>
<td>History</td>
<td>Albert Winkler</td>
<td>HBLL 1224</td>
<td>(801) 422-6373</td>
<td><a href="mailto:albert_winkler@byu.edu">albert_winkler@byu.edu</a></td>
</tr>
<tr>
<td>Humanities</td>
<td>Mary Chapman</td>
<td>HBLL 5522</td>
<td>(801) 422-1624</td>
<td><a href="mailto:mary_chapman@byu.edu">mary_chapman@byu.edu</a></td>
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<tr>
<td>IR</td>
<td>Brian Champion</td>
<td>HBLL 1225</td>
<td>(801) 422-5862</td>
<td><a href="mailto:brian_champion@byu.edu">brian_champion@byu.edu</a></td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>Mark Grover</td>
<td>HBLL 4522</td>
<td>(801) 422-2473</td>
<td><a href="mailto:mark_grover@byu.edu">mark_grover@byu.edu</a></td>
</tr>
<tr>
<td>Middle East Studies</td>
<td>Connie Lamb</td>
<td>HBLL 1202</td>
<td>(801) 422-6196</td>
<td><a href="mailto:connie_lamb@byu.edu">connie_lamb@byu.edu</a></td>
</tr>
<tr>
<td>Political Science</td>
<td>Brian Champion</td>
<td>HBLL 1225</td>
<td>(801) 422-5862</td>
<td><a href="mailto:brian_champion@byu.edu">brian_champion@byu.edu</a></td>
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Please inform me as soon as you have decided on a region, time period, topic etc. This will help me form the groups with which you work more closely.

Feb 7-11: Prospectus

At minimum, the prospectus must include the following elements:
-- Region (or approach)
-- Time period (or approach)
-- Research question
-- Type of sources (especially primary) to be used

Although not required, the more of the following elements you can begin to discuss as early as possible, the better:
-- Historiography: What is the conventional wisdom on your topic? What are the key points of difference or debate among scholars and specialists? Is your chosen topic one that has been written about extensively, or are you exploring relatively new territory?
-- Bibliography: What specific sources do you anticipate using to help you answer your research question?
-- Challenges and obstacles: What are the greatest challenges you will face as you conduct your research and writing? How do you propose overcoming them?

As a general rule, the prospectus need not be long. Often a single page will suffice.

Submit an electronic version of your prospectus 24 hours before your group is scheduled to meet and discuss it.

Feb 14-18: Bibliography

Submit a full bibliography of sources you have in your possession that you plan to use for your research. Citation should religiously follow the guidelines in Turabian.

Submit an electronic version of your bibliography 24 hours before your group is scheduled to meet and discuss it.

Feb 23-28: Historiography

Present a short (3-5 page) essay which discusses the current “state of the field” for your given topic. How is your topic described and discussed in the relevant literature? Is there consensus or even unanimity about key questions or issues? Or, is there some disagreement? Laying out the “state of the field” will enable you to more clearly and productively determine the specific course of your own research and argument.

Essay must consult and discuss at minimum the following:
-- At least three (3) general survey texts. These can be either a survey of the period or region you have chosen to examine or a more general survey of empire, imperialism, and/or colonialism. A far from exhaustive list of the latter includes:
Bush, Barbara. *Imperialism and Postcolonialism*
Cain, P.J. and A.G. Hopkins. *British Imperialism: Innovation and Expansion*
Darwin, John. *After Tamerlane: The Global History of Empire Since 1405*
Doyle, Michael. *Empires*
Fieldhouse, D.K. *Colonialism, 1870-1945: An introduction*
Hobson, J. *Imperialism: A Study*
Kagan, Kimberly, ed. *The Imperial Moment*
Maier, Charles. *Among Empires: American Ascendancy and its Predecessors*
Mommsen, Wolfgang. *Theories of Imperialism*
Mommsen, Wolfgang and Jurgen Osterhammel, eds. *Imperialism and After*

--At least three (3) scholarly works (monographs or peer-reviewed articles) that deal specifically with your chosen topic. Do NOT use reference works (encyclopedias etc.) or non-peer-reviewed materials, either in paper or electronic form (this includes Wikipedia!).

Submit an electronic version of your historiographical essay **24 hours before** your group is scheduled to meet and discuss it.

In each of our group meetings, we will exchange copies of the essay for peer critique.

**Mar 23:** Research and writing.

We will not meet as a group during this time. However, you are required to schedule **two (2)** meetings with me to discuss your research, its progress, challenges etc. during this period.

**Mar 23:** Paper draft due

Submit a complete draft of your paper (includes title, footnotes/endnotes, bibliography etc.). Bring two hard copies of your draft to class (one for me and one for a peer reviewer). In addition, send me an electronic version **before** coming to class.

Long experience has taught me that the more complete your draft is the more likely both you and I will be satisfied with your final version. Please budget your time and energy accordingly.

**Mar 28:** Paper draft critiques due

Bring two (2) copies of your draft critiques (one for me and one for the paper author). In addition, send an electronic version of your critiques both to me and to the author of the draft.

Critiques should follow the guidelines for peer critiques in the syllabus but should be more thorough and extensive than the critiques for the short response papers.

**Apr 6:** Group one: Paper presentations

More details on presentations to follow. For the time being consider the following guidelines/requirements

--Presentation should last no longer than ten (10) minutes. Be sure to practice so as to be able to adhere to this time limit.
--Presentation should focus on your main argument, its significance, and the evidence and analysis which supports it
--PowerPoint slides, handouts, and other multi-media presentations are **not** required (but are welcome). Please make arrangements with me beforehand.

**Apr 11:** Group two: Paper presentations

**Apr 13:** Group three: Paper presentations

Final draft of research paper due. Submit a paper copy in class and send me an electronic version.

**Research paper grade breakdown:**

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Prospectus</td>
<td>2</td>
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<tr>
<td>Bibliography</td>
<td>2</td>
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<tr>
<td>“State of the field” essay</td>
<td>5</td>
</tr>
<tr>
<td>“State of the field” essay critique</td>
<td>3 points</td>
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<tr>
<td>Draft</td>
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<td>Draft critique</td>
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<td>Total</td>
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Late assignments will be penalized as follows:

--1-24 hours late = One full grade reduction (e.g. from an A to a B)
--Grade will be reduced by one grade step (e.g. from a B to a B-) for every subsequent 24 hours
--Note that even a failing grade (59% or below) is still far preferable to earning no credit. “Better late than never” generally holds true.
Hist 490.1
Winter 2011

Tentative class schedule

Jan 5: Introduction to class

Jan 7 (No class)
Response paper #1 (“Why write?”) electronic submission due by 3:00 pm.

Jan 10: Why write?

Jan 12: Imperialism overview

Jan 14: Imperialism overview cont.

Jan 17 (No class) MLK Holiday
Response paper #2 (“Imperialism”) electronic submission due by 3:00 pm

Jan 19: Defining imperialism.

Jan 21: Nineteenth century imperialism
Response paper #3 (“Is cheating a problem?”) electronic submission due by 3:00 pm

Jan 24: Cheating, plagiarism, source citation etc.

Jan 26: Imperial countercurrents
Response paper #4 (Case study #1: British Empire in India) electronic submission due by 3:00 pm

Jan 28: “The sun never sets”: British Empire

Jan 31: Was/is America and Empire?

Feb 2: Decolonization
Response paper #5 (Case study #2: The Qing Empire) electronic submission due by 3:00 pm

Feb 4: China: Imperialist, victim, or both?

Feb 7: Group one prospectus presentations and discussion

Feb 9: Group two prospectus presentations and discussion

Feb 11: Group three prospectus presentations and discussion

Feb 14: Sources and citation
Group one: preliminary bibliography due

Feb 16: Sources and citation
Group two: preliminary bibliography due

Feb 18: Sources and citation
Group three: preliminary bibliography due

Feb 21 (no class) Presidents Day holiday

Feb 23: Historiography
Group one: state of the field short essay due

Feb 25: Historiography
Group two: state of the field short essay due
Feb 28: Historiography
Group three: state of the field short essay due

Mar 2-21: No regular class meetings.
Each student should schedule a minimum of two (2) individual consultations with me. These can either be held during the regular class hour (with the exception of March 4) or at another pre-arranged time.

Mar 23: Paper draft due
Mar 25 (No class)
Mar 28: Paper draft critiques due
Mar 30-Apr 4 (No class)

Apr 6: Group one: Paper presentations
Apr 8 (No class)

Apr 11: Group two: Paper presentations
Apr 13: Group three: Paper presentations

Final paper due