European Discovery, Imperialism, and Decolonization,  
1750-Present

This course will cover the different forms of contact between Europe and the rest of the world between 1750 and the present. Our focus will be on both the histories of these contacts and the impact of these contacts on European civilization.

This course fulfills the International Requirement of the University of Utah.

Students in this course should learn:
1. To identify and explain political, economic, social and cultural connections between developed countries such as Great Britain, France, the Netherlands, and the United States, on the one hand, and other parts of the world;
2. To identify some examples of global interdependency;
3. To use a comparative framework to demonstrate an understanding of local, national, and disciplinary issues in an international or global context;
4. To examine and explain how different nationalities may use different frameworks to understand transnational issues.

The following books are required reading; they should be available for purchase in the University Bookstore:
Nathaniel Philbrick, In the Heart of the Sea (Penguin Putnam)
Fergus Fleming, Barrow's Boys: A Stirring Story of Daring, Fortitude, and Outright Lunacy (Grove)
Eric Jennings, Curing the Colonizers (Duke UP)
Frederick Cooper, Africa since 1940: The Past of the Present (Cambridge UP)

Please note that there is no textbook for this class, because such a text does not exist. The class lectures, therefore, will serve to provide the narrative for the course.

Other required readings listed below are available through the Marriott Library.

Grading will be done on the basis of the following:
1. Three written examinations; the first two of these will be given in class at announced times; the third will be given during the scheduled time for the final exam for this course, Friday, April 29, 2016, 10:30 AM (25% each). Each examination will consist of two parts: a section on identifications of significant events, places or individuals, and an essay section. The examinations will test the students' command of the information covered, ability to utilize that information to formulate and validate an historical argument, ability to place the information and the historical argument in relation to larger themes about European interaction with the rest of the world in the modern era, and ability to relate the historical material to contemporary issues of globalization, nationalism, and transnationalism.
2. A short (8-10 pages double-spaced) paper discussing in detail Eric Jennings, *Curing the Colonizers*. The paper should analyze the approach of the book to the experience of cultural contact, place it in the larger context of patterns of European contact with other parts of the world, and discuss the contribution Jennings’ work makes to our understanding of colonialism. The paper is due, Tuesday, April 19, in class (15%). It should be turned in as hard copy (no electronic papers will be accepted). Late papers will be reduced in grade by one full grade (i.e., A to B) for each day they are late.

3. Class participation will count as 10% of the final grade. Effective class participation means not only contributing on a regular basis to our discussions, but also contributing in a positive way. You should NOT assume that simply because you attend class you will receive a high class participation grade, and you should notice that 10% is a significant part of your final grade.

The following is a weekly list of topics we will cover.

**Section 1: Exploration.**

Goals: (1) to understand the forms and implications of European exploration of the Atlantic and Pacific basins, Sub-Saharan Africa, and the Northwest Passage; (2) to build skills in analyzing historical documents and developing interpretive theses.

1 – (January 12) Introduction to the Course;

2 – (January 19) The Enlightenment and the Age of Revolution

3 – (January 26) Europeans in the Pacific

   Read: Philbrick, *In the Heart of the Sea*

4 – (February 2) African Exploration -- Finding the sources of the Nile

5 – (February 9) The Searches for the Northwest Passage and El Dorado

   Read: Fleming, *Barrow’s Boys*

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**First Exam. (exact date to be announced in class)**

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**Section 2: Imperialism.**

Goals: (1) to understand the spread of European empires in the 19th and 20th centuries, their structures, and the ways in which the experience of empire affected European civilization; (2) to strengthen analytical and interpretive skills.

6 – (February 16) Expansion of Empires:


7 – (February 23) Expansion of Empires: Africa
8 – (March 1) Expansion of Empires: Oceania and Asia
   Read: Eric Jennings, *Curing the Colonizers*

9 – (March 8) Nineteenth Century Visions of Empire: Orientalism, Race and Science

Spring Break: March 13-20, 2016

10 – (March 22) Travel and Fiction

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Second Exam  (exact date to be announced in class)

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Section 3: Decolonization and Post-Colonialism
   Goals: (1) to understand the different patterns through which colonies of Europe gained their independence, and the restructuring of relationships between Europe and its former colonies in the period after 1945; (2) to understand the continuing importance in European politics and culture of the experience of colonialism; (3) to develop an understanding of the significance of the historical experiences of exploration and imperialism in the shaping of contemporary responses both in Europe and in former European colonies to contemporary developments of economic, demographic and political globalization.

11 – (March 29): Decolonization in North Africa and Indochina

12 – (April 5): Decolonization in India and Africa
   Read: Cooper, *Africa since 1940*

13 – (April 12) Globalization and Neo-Colonialism

14 – (April 19) The Empire Strikes Back: Postcolonialism
   Read: Julian Bourg, “Paris in Terror: France’s Long History of Political Violence.”
   [http://bostonreview.net/world/julian-bourg-paris-terror](http://bostonreview.net/world/julian-bourg-paris-terror)

15 – (April 26) Last day of class

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Third Exam

Class Attendance
   Regular attendance at class meetings is expected. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.

Americans with Disabilities Act (ADA) Statement
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.