

DRAFT SYLLABUS

The Age of European Expansion

HIST 01:506:110: E2
Tuesdays and Thursdays, 1:00-4:40pm
Synchronous via Zoom

Instructor: Nick Sprenger Email: nicholas.sprenger@rutgers.edu	(Office hours)
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Course Description

From the fifteenth century to the mid twentieth century, Europeans expanded beyond their continental borders at an unprecedented rate. Voyages to Africa, Asia, and the New World grew European political and economic influence around the globe, while imperialism and colonialism significantly enlarged the territory directly or indirectly controlled by European powers. European expansion was driven by national self-interest, individuals' desire for profit, and sometimes even simple curiosity or wonder about the world beyond Europe's shores. Hifalutin ideas about civilization, race, progress, and difference sustained European expansion, while justifying the often brutal reality of imperial conquest or economic exploitation.

In our course, we will trace this process of European expansion from 1450 until 1950—roughly from the Ottoman conquest of Constantinople to the conclusion of World War II, which ended five centuries of European expansion. We will explore the attitudes and experiences of social actors including kings and queens, missionaries and merchants, scientists and soldiers, slaves and indentured laborers, imperialists and freedom fighters. We will ask not only how Europeans changed the world they encountered, but how peoples from around the world resisted, adapted, and changed European cultures, societies, and economies.

Methodologically, this course draws on a wide range of disciplines including literature, art history, and history. Pedagogically, this course is discussion based, but will involve synchronous lectures. I encourage students to be active participants in their own education via leading discussions, presentations, and classroom activities.

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Learning Outcomes

This course is designed to help the students improve the following analytical and personal skills:

1. Identify multiple forms of primary source evidence (textual, visual, statistical, material, etc.)
2. Develop skills for reading and analyzing primary sources as historical texts and using them to construct an argument about history
3. Enhance written and oral communication about historical events, primary sources, and personal thoughts
4. Improve the ability to discern change over time and recognize recurrent historical and contemporary themes

This course is designed to help students improve their understanding of the following historical themes:

1. The reasons and justifications for European expansion
2. The consequences of European expansion for Europeans and non-European peoples
3. The role of imperialism and colonialism in European expansion
4. The factors that limited, constrained, or otherwise challenged European expansion

Course Materials

This class combines textbook reading with primary sources, both of which will be discussed in class. The required textbooks for this class are:

- Glenn J. Ames, *The Globe Encompassed: The Age of European Discovery, 1500-1700* (Upper Saddle River: Pearson Prentice Hall, 2008).
- Heather Streets-Salter and Trevor R. Getz, *Empires and Colonies in the Modern World: A Global Perspective* (New York: Oxford University Press, 2016).

All other readings for this course will be accessible on the Canvas site or otherwise provided to students. However, should anyone want a textbook/survey to supplement the class and provide background about the history of Europe and European Expansion, then I have selected a few options. Any of the following would work well for understanding the topics of this course:

- John Darwin, *After Tamerlane: The Global History of Empire Since 1405* (New York: Bloomsbury Press, 2008).
- Lynn Hunt, Thomas R. Martin, Barbara H. Rosenwein, and Bonnie G. Smith, *The Making of the West: Peoples and Cultures*. Fifth edition (Boston: Bedford/St. Martin's, 2016).
- Scott B. Cook, *Colonial Encounters in the Age of High Imperialism* (London: Longman, 1996).

Feel free to contact the instructor with any questions about these texts or if you want help determining which one to choose!

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Assignments

Reading Quizzes

➤ At the beginning of each session, students will take a reading quiz to judge their comprehension of the required readings. These assignments are meant to ensure that students are reading the course material and are understanding the history and historical forces necessary to understanding the course.

Student Presentations of Primary Sources

➤ Each class period, students will be assigned a primary source that they will be responsible for presenting to the class. The goal of this assignment is to help cover more historical ground, to practice your presentation skills, to work on distilling information, and to help identify important points or themes that emerge from the readings.

➤ Presentations can be done however the student wishes and students should feel free to be creative or original when presenting their materials.

Long Essay

➤ At the end of the course, students will write a 6-8 page take home essay in response to one of several prompts, which will be provided by the professor. Students will have a thesis and develop an argument in their paper that answers the question posed by the student's chosen prompt. Essays should be in 12 point font, double spaced, and properly cited.

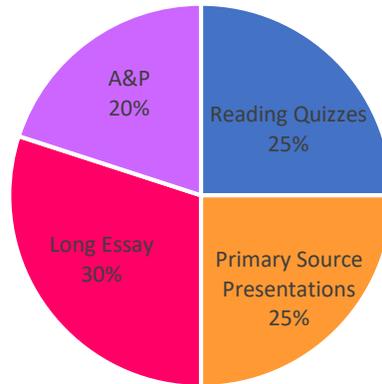
Grading and Assignments

➤ The following breakdown indicates the percentage value for each graded category:

Assignment	Percentage of Final Grade
Reading Quizzes	25%
Primary Source Presentations	25%
Long Essay	30%
Attendance and Participation	20%

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Percentages for Semester Assignments



■ Reading Quizzes ■ Primary Source Presentations ■ Long Essay ■ A&P

Points	Percentage	Letter Grade
90-100	90-100%	A
85-80	85-89%	B+
80-84	80-84%	B
75-79	75-79%	C+
70-74	70-74%	C
60-69	60-69%	D
<59	<59%	F

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University Resources and Course Guidelines

Student Code of Conduct

➤ Students are expected to adhere to the policies laid out in the Rutgers Code of Student Conduct.

➤ In particular, this class will not tolerate and will report all instances of:

- Sexual harassment
- Bullying/Intimidation
- Harassment based on race, gender, or sexuality
- Abuse (verbal or otherwise)

➤ Please reference and read the Rutgers Code of Student Conduct:

<https://policies.rutgers.edu/10211-currentpdf>

For Gender or Sex-Based Discrimination or Harassment

➤ The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

Classroom Standards:

➤ Please be respectful to your fellow students and keep distractions to a minimum. I expect full engagement from students in the classroom for the entirety of the class period. This includes arriving on time and staying for the duration of the class, not talking with other students or being on your phone, not doing homework in class, and not using your cell phone or other electronic device for non-class purposes.

➤ I aim to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and honors the identities of everyone in our class as well as the historical figures we discuss. Please contact me if anything said in class, by anyone, made you feel personally uncomfortable.

➤ **Note about names and pronouns:** Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by your preferred name or gender pronoun. On the first day of class I will ask every student to tell me in a private chat your preferred name, pronouns, and anything else you would like me to know about you. If you have any difficulty with classmates or others referring to you incorrectly, please let me know.

➤ History is the study of real people and real events. Our readings and conversations will

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occasionally address physical and sexual violence, as well as racism, misogyny, and other kinds of bigotries. Please contact me if you believe any of the topics we discuss will be triggering so we can create positive accommodations.

Academic Integrity

➤ As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational, research, and clinical missions, and violations of academic integrity constitute serious offenses against the entire academic community. The principles of academic integrity require that a student:

- Make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations.
- Properly acknowledge and cite all use of the ideas, results, images, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions.
- Treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the ethical standards and professional code of conduct in the field for which the student is preparing

➤ Definitions of academic dishonesty include:

- *Academic Sabotage* - deliberately impeding the academic progress of others.
- *Cheating* - the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them.
- *Fabrication* - the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Facilitation of Dishonesty - deliberately or carelessly allowing one's work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity.
- *Plagiarism* - the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit.
- *Violations Involving Potentially Criminal Activity* - Violations in this category include theft, fraud, forgery, or distribution of illicitly obtained materials committed as part of an act of academic dishonesty.

➤ For more about academic integrity, see the Rutgers Academic Integrity Policy:

<https://policies.rutgers.edu/10213-currentpdf>

History Department Writing Center

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➤ The Department of History at Rutgers has a writing tutor available to students looking for assistance with their writing projects. The history tutor CAN help you: brainstorm ideas; proofread a paper; organize your format and structure; make an argument; properly use sources; cite sources; etc. The history tutor CANNOT: write your paper for you; explain your assignment to you; do your research for you; generally tell you what to do for your assignment. Please use the writing tutor as a resource and do not rely on them to do your work for you.

➤ Please see this link for office hours and more information: [History Writing Tutors \(rutgers.edu\)](http://rutgers.edu/history-writing-tutors)

Office of Disability Services (ODS)

➤ The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. Students with disabilities who require accommodations should follow the procedures outlined at <https://ods.rutgers.edu>.

Counseling, ADAP & Psychiatric Services (CAPS)

➤ Students should please use campus psychiatric resources if necessary and appropriate. These resources exist to serve the needs of individual members of the Rutgers community. Students should not hesitate to reach out to CAPS if intervention is needed. For medical emergencies, please call 911.

- CAPS Website: <http://rhscaps.rutgers.edu/>
- Phone: (848) 932-7884
- Address: 17 Senior Street, New Brunswick, NJ 08901

Scarlet Listeners, Peer Counseling and Referral Hotline

➤ Scarlet Listeners is a free and confidential student run peer counseling and referral hotline based out of Rutgers. Please use this resource for: basic problem solving, venting, thoughts of suicide, depression, anxiety, eating disorders, self-harm, relationship problems, loneliness, etc.

➤ You may call Scarlet Listeners at (732) 247-5555.

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Course Policies

Communication Policy

- Generally, I am available via email and students should feel free to email me with any issues, questions, or concerns that they have. I try to respond to students within 24 hours; however, during weekends and holidays, that timeframe may be closer to 48 hours. If the message is urgent, please write URGENT in the subject line of the email.
- Students should also feel free to come by my (virtual) office during office hours (see first page in syllabus for office hours). My office hours are when I am available for students to meet with me, ask questions, or simply chat about whatever comes to mind. Engaging with students is one of the most rewarding and fun aspects of this profession. Therefore, please do not hesitate to pay me a visit during my office hours!
- I am always available by appointment should students not be free during office hours. Students should email me to set up an appointment and give me a list of dates and times that works for them.

Attendance Policy

- Students are required to attend every class. Discussion and discussion-based learning is important to the educational goals of this course. Therefore, attendance is important for student success. Attendance will be taken and figure into your final grade. Here is how attendance will work: attendance will be calculated as a percentage of attended classes against the total number of classes held, with this percentage reflecting your attendance grade. So if you attend 15 of 20 total classes, your attendance grade will be a 75%.
- *Students will not be penalized for missing class for religious holidays or university sponsored events such as athletics.*
- This class follows the Rutgers Policy about reporting absences: “It is the responsibility of the student to notify instructors in a timely manner of any absences. It is up to the instructor to determine if accommodations are warranted to allow students to make up work that counts toward their semester grade.” In other words, if students have to miss class for any personal reasons (illness, family trouble, work conflicts, etc.) then please let me know—in advance, if possible.

Policy on Late Assignments, Missed Work, and Extensions

- I expect that students turn in all work on time. Out of respect to me as your instructor (who has to grade and return assignments in a timely manner), and to your peers who turn in assignments on time, late work will be penalized at 5 points per day beyond the original due date. After one week has passed beyond the original due date, if the student has not turned in the assignment, they will receive an automatic F for the late assignment. Exceptions to this rule include the policy on extensions (see below) and if the student has worked out an alternative timeline for submission with the instructor.
- My policy on extensions is to grant every student who asks for an extension 48 hours beyond the original due date. If there are extenuating circumstances and a student needs more

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than 48 hours, then please let me know and we will work on an alternative timeline. *The most important thing is that students who feel like they may need extra time to work on an assignment contact me beforehand and ask for an extension.* If you do not ask for an extension, then work will be assumed late and you will lose points every day that the assignment is overdue. So please communicate with me—preferably via email—that you need an extension.

➤ Missed assignments may be made up within one week of the original due date without penalty. Students who miss due dates should contact the instructor and work to reschedule a time for a makeup; the instructor is not responsible for taking the initiative for rescheduling exams. If, upon conversation with the student, extra time is deemed necessary by the instructor, assignments may be made up beyond one week. It is the prerogative of the instructor to decide, but generally assignments should be made up as soon as possible.

Readings and Class Preparation

➤ Students will benefit from doing the reading as noted in this syllabus. Please do come prepared to discuss the readings in class and to take part in classroom discussions. Occasional in-class writing assignments or short quizzes may be assigned and will contribute towards your participation grade; these may not be made up.

➤ Although lectures, readings and discussions will overlap significantly, the readings will also include materials that may not be covered in class; nevertheless, students are responsible for all content covered in reading assignments.

Discussion Participation

➤ This course intends to move beyond only lectures of content and toward a participatory discussion about historical moments and how these moments fit into the themes emphasized by this course. Generally, class discussion will be steered by a series of guided questions designed to enable students to draw their own conclusions and communicate them to the class. Additionally, students are strongly encouraged to bring questions with you to class and to introduce points for discussion into classroom sessions.

➤ Your participation grade will be based on the following criteria, to be judged by the instructor:

- A. Student is always prepared; contributes to classroom discussion
- B. Student is generally prepared; occasionally contributes to discussion
- C. Student is somewhat prepared but seems disinterested in contributing to class discussion
- D. Student is generally unprepared and does not contribute to discussion
- F. Student is frequently absent from discussion or is a distraction to others

I, the instructor of this course, reserve the right to change any aspect of this syllabus as the need arises. Please remain flexible and should anything change, a new syllabus will be available for students.

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Lessons/Themes		Readings
📖 Secondary Sources	📄 Primary Sources	📺 Media
Unit One: Exploration, Conquest, and Settlement (1450-1650)		
Week 1.1	<p style="text-align: center;">Course Introduction</p> <ul style="list-style-type: none"> ➤ The Fall of Constantinople and the Rise of the Ottoman Empire ➤ Empires in the Americas ➤ Reconquista in Iberia ➤ End of the Hundred Years War for England and France ➤ Guns, Sails, and Compasses: Europeans Venture Abroad 	<ul style="list-style-type: none"> 📖 “Introduction” in Ames, <i>The Globe Encompassed</i> 📖 Simon J. Potter and Jonathan Saha, “Global History, Imperial History and Connected Histories of Empire,” <i>Journal of Colonialism and Colonial History</i> 16, no. 1 (Spring 2015). <p>Primary Sources TBD</p>
Week 1.2	<p style="text-align: center;">Iberian Invasions</p> <ul style="list-style-type: none"> ➤ Conquests in Africa ➤ The Portuguese in Brazil ➤ Explorers, Conquistadors, and Spanish Conquests in the Americas ➤ Indigenous Slavery, Spanish Silver, and the Global Economy ➤ Limits and Challenges to Iberian Imperialism 	<ul style="list-style-type: none"> 📖 “The Portuguese Empire in Asia and Brazil” in Ames, <i>The Globe Encompassed</i> 📖 “The Spanish Empire in the New World” in Ames, <i>The Globe Encompassed</i> <p>Primary Sources TBD</p>
Week 2.1	<p style="text-align: center;">Protestant Powers Emerge</p> <ul style="list-style-type: none"> ➤ The Reformation in Europe ➤ Dutch Independence and Mercantile Power ➤ English Pirates and Sea Dogs ➤ Missionaries and Merchants in the Pacific ➤ British and Dutch in South Asia 	<ul style="list-style-type: none"> 📖 “The Dutch Empire in Asia and the Atlantic World” in Ames, <i>The Globe Encompassed</i> <p>Primary Sources TBD</p>

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<p>Week 2.2</p>	<p>The Settlement of North America</p> <ul style="list-style-type: none"> ➤ The Spanish System ➤ French Exploration and Settlement ➤ The Anglo-Dutch Wars ➤ British Latecomers ➤ Conflict with Indigenous Nations 	<ul style="list-style-type: none"> ☞ “The English and French Empires in Asia and the New World” in Ames, <i>The Globe Encompassed</i> ☞ “Epilogue” in Ames, <i>The Globe Encompassed</i> <p>Primary Sources TBD</p>
<p>Unit Two: Imperial Maturation (1650-1850)</p>		
<p>Week 3.1</p>	<p>Empire, Slavery, and the Atlantic World</p> <ul style="list-style-type: none"> ➤ Origins of the West African Slave Trade ➤ Life and Culture Under Slavery ➤ Slavery and Resistance ➤ Slavery and the Plantation Society ➤ Sugar and Commodity Consumption ➤ Botany, Taxidermy, and the Imperial Origins of Scientific Knowledge 	<ul style="list-style-type: none"> ☞ “Chapter Four: The Rise of the Slave-Plantation Complex,” in Streets-Salter and Getz, <i>Empires and Colonies in the Modern World</i>, 111-140. ☞ “Chapter Five: Colonial Societies in the Atlantic World,” in Streets-Salter and Getz, <i>Empires and Colonies in the Modern World</i>, 142-169. <p>Primary Sources TBD</p>
<p>Week 3.2</p>	<p>Enlightenment and Revolution</p> <ul style="list-style-type: none"> ➤ Imperialism in Europe <ul style="list-style-type: none"> • Case Studies: Partitioned Poland and British Ireland ➤ Enlightenment, Modernity, and Empire ➤ The American Revolution ➤ The French Revolution ➤ Slave Rebellion and Self Emancipation in the Caribbean ➤ Rebellion in Latin America 	<ul style="list-style-type: none"> ☞ “Chapter Seven: Revolutions in the Atlantic World,” in Streets-Salter and Getz, <i>Empires and Colonies in the Modern World</i>, 197-229 <p>Primary Sources TBD</p>

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<p>Week 4.1</p>	<p>Imperialism in South Asia and Africa</p> <ul style="list-style-type: none"> ➤ A Brief History of Mughal India ➤ The EIC and the Making of British India ➤ Indigenous Resistance in South Asia ➤ Dutch and British in South Africa ➤ French North Africa 	<p>Readings TBD</p>
<p>Week 4.2</p>	<p>Imperialism in East Asia and the Pacific</p> <ul style="list-style-type: none"> ➤ The Exploration and Settlement of Australia ➤ Dutch Expansion in the East Indies ➤ Russian Imperialism in the East ➤ A Brief History of Qing China ➤ The Opium Wars 	<p>Readings TBD</p>
<p>Unit Three: High Imperialism (1850-1970)</p>		
<p>Week 5.1</p>	<p>Industrialization, Capitalism, and Empire</p> <ul style="list-style-type: none"> ➤ The Great Divergence ➤ The Imperialism of Free Trade ➤ Direct vs Indirect Rule <ul style="list-style-type: none"> • Case Studies: Ireland and Egypt ➤ Empress Victoria of India ➤ Industrialization and Expansion in the American West 	<p>📖 “Chapter Eight: The Industrial Revolution and the Era of Informal Imperialism,” in Streets-Salter and Getz, <i>Empires and Colonies in the Modern World</i>, 232-267.</p> <p>📖 “Chapter Nine: Living the Colonial Experience,” in Streets-Salter and Getz, <i>Empires and Colonies in the Modern World</i>, 269-299.</p>
<p>Week 5.2</p>	<p>The Scramble for Africa</p> <ul style="list-style-type: none"> ➤ German Unification and the Balance of Powers ➤ German Colonization in Africa ➤ The Berlin Conference ➤ Leopold and the Congo ➤ The Exploration of the Interior of Africa ➤ Race Science and Civilizational Hierarchies 	<p>📖 “Chapter Ten: Dividing the World,” in Streets-Salter and Getz, <i>Empires and Colonies in the Modern World</i>, 301-328.</p> <p>📖 “Chapter Eleven: Strategies of the Colonized,” in Streets-Salter and Getz, <i>Empires and Colonies in the Modern World</i>, 329-354.</p>

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<p>Week 6.1</p>	<p>WWI and Internationalism</p> <ul style="list-style-type: none"> ➤ Imperialism in Europe <ul style="list-style-type: none"> • Case Study: The Balkans ➤ Origins of the Global War: Russian, Ottoman, and Austro-Hungarian conflict ➤ Colonies and the Great War ➤ The Fall of the German, Russian, and Ottoman Empires ➤ Imperialism by Different Means?: The League of Nations and the Mandate System 	<p>📖 “Chapter Twelve: The Sinews of the New Imperialism,” in Streets-Salter and Getz, <i>Empires and Colonies in the Modern World</i>, 355-387.</p> <p>📖 “Chapter Fourteen: Imperial World Wars,” in Streets-Salter and Getz, <i>Empires and Colonies in the Modern World</i>, 415-445.</p> <p>Primary Sources TBD</p>
<p>Week 6.2</p>	<p>Ideologies, Empire, and WWII</p> <ul style="list-style-type: none"> ➤ Empire Soviet Style ➤ Fascist Imperialism in Italy ➤ Empire and Nazism ➤ WWII: The Imperialist War ➤ Indigenous Resistance to Imperialism <ul style="list-style-type: none"> • Case Studies: India and Algeria ➤ Decolonization and the End of European Expansion 	<p>📖 Alexander de Grand, “Mussolini’s Follies: Fascism in Its Imperial and Racist Phase, 1935–1940,” <i>Contemporary European History</i>, 13 no. 2 (2004): 127-147.</p> <p>📄 Mussolini, “What is Fascism?”</p> <p>📄 Ralph Fox, “Fascist Imperialism”</p> <p>📖 “Chapter Fifteen: Unraveling Colonialism,” in Streets-Salter and Getz, <i>Empires and Colonies in the Modern World</i>, 446-469.</p>