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 controlled 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 were dominant or influential.

The United States has the largest population and is the most influential of any of the nations that were 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 four British "outposts of empire" (other than the United States) whose histories are strikingly similar to and 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) relations between the countries 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 on the next page), 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. Please note that the four key books are available ONLY at the Engineer's Bookstore, not at the Georgia Tech Barnes & Noble bookstore.

Russel Ward, *Australia: A Short History*
H. V. Nelles, *A Little History of Canada*, 2nd Edition *and*
John Saywell, *Canada: Past and Present* [Library Reserve]
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.

Insights gained from the book reviews will allow each student to develop a more in-depth understanding of a particular country or topic of interest to them and will encourage more lively and well-informed class discussion.

**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:**

This course focuses on providing a comparative analysis of four British settlement colonies other than the United States, namely, Australia, New Zealand, Canada, and South Africa. Students will learn how political, social, and economic forces influence social behavior by focusing on the reasons for the initial settlement of each area; how different patterns of race relations and ethnicity emerged; how each area gradually developed its own distinctive sense of national identity apart from that of the mother country; and the relative impact of cultural roots of the settlers, as compared with the human and natural environment conditions they faced in each area. Students will demonstrate that they have met the Area E learning outcomes through four written examinations based upon the required readings and class lectures; short written papers; in-class discussions; and a 6-10 page analytical book review that integrate course concepts and materials from the readings.

**Course Learning Outcomes:**

1. Students will demonstrate the ability to describe the major social, economic, and political factors that influenced inhabitants of the British Isles to emigrate to each of these areas.

2. Students will demonstrate the ability to describe why and how divergent patterns of race relations and ethnicity developed as the incoming British Isles settlers interacted with the indigenous peoples of each area.

3. Students will demonstrate the ability to describe the complex process by which each of these outposts of the British Empire gradually began to develop a sense of its own distinctive national identity distinguishable from that of the mother country.
4. Students will demonstrate the ability to describe the major political, economic, social, and military "turning points" that shaped the historical maturation of each of these areas and encouraged them to move toward becoming independent nation-states.

5. Students will demonstrate the ability to compare and contrast the similarities and differences between the political, economic, and social development of each of these areas compared to the United States.

6. Students will demonstrate the ability to assess the relative importance in the settlement process of the cultural roots these British Isles settlers brought with them from the mother country compared to the impact of the frontier environments, both natural and human, that the settlers encountered in each area.

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 10:05 a.m.), and be ready to participate in class discussions on the assigned readings. Exceptions will be made for students coming from classes across campus.

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.

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

August 18, 20, 22, 25, 27, 29
Readings: Articles to be supplied in class or by using on-line Library reserve

NO CLASS--Monday, September 1--Labor Day
I. Australia

September 3, 5, 8, 10, 12, 15, 17

Reading: Russel Ward, *Australia: A Short History* (entire)
Film, slides, or speaker on Australia

EXAM #1--Friday, September 19 on Topics I and II

III. New Zealand

September 22, 24, 26, 29, October 1, 3, 6, 8
Reading: Tom Brooking, *Milestones: Turning Points in New Zealand History* (entire)
Film, slides, or speaker on New Zealand

EXAM #2--Friday, October 10 on Topic III

NO CLASS--Monday, October 13--Georgia Tech holiday

IV. Canada

October 15, 17, 20, 22, 24, 27, 29, 31

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

EXAM #3--Monday, November 3 on Topic IV

V. South Africa

November 5, 7, 10, 14, 17, 19, 24, 26; December 1, 3

Reading: Leonard Thompson, *A History of South Africa* (entire)
Films or speaker on South Africa

BOOK REVIEWS due: Wednesday, November 12

NO CLASS--Friday, November 28--Happy Thanksgiving!
VI. Concluding Discussion of the Comparative Histories of British Settlement Colonies
December 5

FINAL EXAM--Friday, December 12, 11:30 a.m.
HTS 3063 -- British Colonization
Lawrence Foster -- Fall 2014
READING ASSIGNMENTS:

August 18--begin Thompson and Lamar, “Comparative Frontier History”
August 20--begin A. P. Thornton, “Fragments”
August 22/25--begin Frederick Jackson Turner, “The Significance of the Frontier in American History”
August 27--begin Russel Ward, Australia: A Short History, chapter 1

NO CLASS -- Monday, September 1-- Labor Day

*September 1--begin Ward, chapter 2
September 3--begin Ward, chapter 3
September 5--begin Ward, chapter 4
September 8--begin Ward, chapter 5
September 10--begin Ward, chapter 6
September 12--begin Ward, chapter 7
September 15--begin Ward, chapter 8
September 17--review for Exam #1

EXAM #1 -- Friday, September 19

*September 19--begin Brooking, Milestones: Turning Points in New Zealand History, pp. 1-24
September 22--begin Brooking, pp. 30-37
September 24--begin Brooking, pp. 38-55
September 26--begin Brooking, pp. 56-87
September 29--begin Brooking, pp. 88-107
October 1--begin Brooking, pp. 108-145
October 3--begin Brooking, pp. 146-176
October 6--begin Brooking, pp. 177-204
October 8--review for Exam #2

EXAM #2 -- Friday, October 10

NO CLASS -- Monday, October 13--Georgia Tech holiday

*October 13 --begin John Saywell, Canada: Past and Present, pp. 1-12
October 15--begin H. V. Nelles, A Little History of Canada, 2d ed., chapter 1 (pp. 1--43)
October 17--begin Nelles, chapter 2 (pp. 44-90)
October 20--begin Saywell, pp. 12-31 & Nelles, chapter 3a (pp. 93-117)
October 22--begin Nelles, chapter 3b (pp. 117-147)
October 24--Nelles, chapter 4 (pp. 149-204)
October 27--begin Saywell, pp. 32--85
October 29--begin Nelles, chapter 5 (pp. 204-218)
October 31--review for Exam #2

EXAM #3 -- Monday, November 3

*November 3--begin Thompson, History of South Africa, chapter 1
November 5--begin Thompson, chapter 2
November 7/10--work on Book Reviews

BOOK REVIEWS due -- Wednesday, November 12

November 14--begin Thompson, chapter 3
November 17--begin Thompson, chapter 4
November 19--begin Thompson, chapter 5
November 20--begin Thompson, chapter 6
November 24--begin Thompson, chapter 7
November 26--begin Thompson, chapter 8

NO CLASS -- Friday, November 28--Happy Thanksgiving holiday!

December 1--begin Thompson, chapter 9
December 3--begin Thompson, chapter 10
December 5--review for FINAL EXAM

FINAL EXAM -- Friday, December 12, 11:30 a.m.