This module provides an introduction to the relationship between the sciences, exploration and empire in history. It will approach the subject topically through key issues such as the role of science in governance, overseas trade and collecting, the development of navigation and cartography, slavery, and the circulation of knowledge. Participants will consider how the sciences made empire possible, and how imperial expansion reshaped the sciences in turn.

Course Information

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## Schedule

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<td>6 OCT 5</td>
<td>Introduction</td>
<td>Read essential readings for class</td>
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<td>2</td>
<td>7 OCT 12</td>
<td>Concepts of Science &amp; Empire</td>
<td>Read essential readings for class</td>
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<td>3</td>
<td>8 OCT 19</td>
<td>Empire and the Scientific Revolution</td>
<td>Read essential readings for class</td>
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<td>4</td>
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<td>Mapping and Measuring</td>
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<td>10 NOV 2</td>
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<td>6</td>
<td>12 NOV 5-9</td>
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<td>no class</td>
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<td>7</td>
<td>14 NOV 16</td>
<td>Captain Cook in the Pacific</td>
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<td>11</td>
<td>17 DEC 14</td>
<td>Conclusion</td>
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## Assignments

### Summary

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<td>Essay</td>
<td>10/12/2018</td>
<td>2500</td>
<td>07/01/2019</td>
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### Assignments

**Essay**

Students are required to submit one essay of no more than 2500 words via turn-it-in on ---, 2017. Essays must be fully referenced, providing specific page numbers identifying the location of all information in the essay. Essays must be submitted via Moodle only. All course work must be completed for a student to be eligible to sit the examination.

Answer ONE of the following questions:

1. How has our understanding of the relationship between science and empire changed since the 1960s? Discuss using relevant academic literature.
2. How did the growth of European empires depend on the sciences and how did the “Scientific Revolution” reflect the growth of European empires?
3. What was the “problem of longitude”? How was it solved in the eighteenth century?
4. Discuss and assess the competing interpretations of Captain Cook’s death on Hawai‘i during the third voyage.
5. How did collecting serve science and empire in the seventeenth and eighteenth centuries?
Who did the collecting and how did it take place?

Specific Criteria for Assessment for this Module:

In addition to the criteria indicated in the STS Student Handbook, the following are the main criteria on which your essay will be marked. There are no set numbers/percentages associated with these criteria but we will give you qualitative feedback based on them.

Referencing
You must reference all quotes and all references/summaries of books, etc. Pick one system for referencing and stick to it. Refer to individual page numbers, not just whole texts, whenever possible. Make sure you are familiar with the university rules on Plagiarism and do not plagiarize.

Bibliography
You need to supply a bibliography of all works referenced. You must supply author, title, date, place of publication and publisher.

Answers question?
Read the question carefully and answer it specifically – do not give irrelevant material or drift into answering other questions.

Organisation
Is the essay organized into an introduction, main body and conclusion? Does each part flow naturally into the next one? Is the evidence in a logical order?

Introduction
You should give an introduction to your essay in no more than one or two paragraphs. Introduce your topic and your line of argument, no more. Good introductions are concise and precise.

Clarity
We place great emphasis on clarity of argument and expression. Avoid ambiguity and vagueness. Do not assume your reader already knows what you are talking about. Try to keep your line of argument clear. It often helps clarity to divide the main body of the essay into sections (typically three or four for a 2500 word essay). Accurate spelling, grammar, and punctuation also improve clarity.

Argumentation
Is the main argument of the essay clear, coherent and persuasive? Is it properly supported by the evidence available?

Conclusion
Your essay should have a conclusion which is clearly marked as such (new paragraph, ‘In conclusion…’). It should be substantial in summing up what you have argued and exploring the implications of what you have argued.

Reading/use of sources
How well have the readings and other resources been used? Does the essay reflect them accurately? Is the essay overly dependent on one source?

Independent critique?
Does the essay offer some independent critique or thought on the question or does it merely report what is in the literature? In second-year courses this is an essential component of essays.
Historiography?
How aware is the essay of assumptions and methods used to construct a history or to evaluate it? Does the essay discuss what historians have said about the topic and offer some critique of them?

Aims and objectives of the course

aims
- provide knowledge of key episodes in the history of science and empire
- identify key themes in the historiography of science and empire
- make use of contemporary research when interpreting historical cases.
- develop research skills that integrate archives, museum collections, and digital resources

objectives
By the end of this module students should be able to:
- demonstrate knowledge of key themes in the history of science and empire
- provide a critical analysis of key themes in the historiography of science and empire
- relate issues in the history of science and empire to key approaches in contemporary science and technology studies
- demonstrate professional-level research skills that integrate archives, museum collections, and digital resources

Reading list

1. (October 5) Introduction
   No Essential Readings

2. (October 12) Concepts of Science and Empire
   This class will be taken by Dr. Anna Maerker from the Department of History, Kings College London.

   Essential

   Optional
   *Raj, Kapil, Relocating Modern Science: Circulation and the Constitution of Scientific Knowledge
3. (October 19) Empire and the Scientific Revolution

**Essential**
1) Francis Bacon, *New Atlantis* (London, 1660) (online access via library)
Note: you do not need to read the section starting “One day there were two of our company bidden to a Feast of the Family, as they call it” and ending “to see them severally bathe naked.”

**Optional**

4. (October 26) Mapping and Measuring

**Essential**

**Optional**
5. (November 2) Navigation and the Longitude

Essential
1) Minutes of the Board of Longitude meeting, June 30, 1737, first discussion of Harrison’s timekeepers
http://cudl.lib.cam.ac.uk/view/MS-RGO-00014-00005/7
2) J. A. Bennett, “The travels and trials of Mr Harrison’s timekeeper,” in Marie-Noelle Bourguet, Christian Licoppe, H. Otto Sibum, eds., Instruments, travel and science: itineraries of precision from the seventeenth to the twentieth century, (London: Routledge, 2002), 75-95 (HISTORY OF SCIENCE VX 5 BOU)

Optional
*Board of Longitude Project website - <http://cudl.lib.cam.ac.uk/collections/longitude>
*David Cannadine, ed., Empire, the sea and global history: Britain's maritime world, c. 1760-1840 (Basingstoke: Palgrave Macmillan, 2007) (HISTORY 58 C CAN)
*Dava Sobel, Longitude: the true story of a lone genius who solved the greatest scientific problem of his time (New York: walker, 1995), HISTORY OF SCIENCE PE 5 SOB
* Derek Howse, Greenwich and the Discovery of the Longitude (Oxford: Oxford University Press, 1980). (HISTORY OF SCIENCE VW 5.2 HOW)
February 13-17: Reading Week – no classes

6. (November 16) Captain Cook in the Pacific

Essential
1) Cook in Tahiti to view the Transit of Venus on the first voyage: Journal from April 1st, 1769 to July 13th, 1769.
Available online: <<http://gutenberg.net.au/ebooks/e00043.html>>

Optional
* Withey, Lynne, Voyages of Discovery: Captain Cook and the Exploration of the Pacific (California, 1989) (ANTHROPOLOGY S 5 WIT)
* Gascoigne, John, Captain Cook: Voyager Between Worlds (London: Hambledon Continuum, 2007) (HISTORY 57 I GAS)
* Robin Fisher; Hugh Johnston, eds., Captain James Cook and His Times (Seattle: University of Washington Press, 1979). (Main HISTORY 57I FIS)

7. (November 23) Imperial People

Essential
2) Robin Inglis, “The Noble Savage: Myth and Reality and the Northwest Coast at the End of the Eighteenth Century,” Alejandro Malaspina Research Center, Document Vault: Papers and Archives (available online)

Optional
* Oloudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African (London, c. 1789), chapter one (available online)
* James Delbourgo, “Science,” in The British Atlantic World, 1500-1800, eds. David Armitage,
8. (November 30) Indigenous Knowledge

**Essential**
1) Samuel M. Kamakau, *The Ruling Chiefs of Hawaii* (1842), chapter 8 “Captain Cook’s Visit to Hawaii” (Online reading)

**Optional**
9. (December 7) Botany and Empire: Joseph Banks

**Essential**
1) Banks explores Australia on the first voyage: Journal from Jul 1, 1770 to July 31, 1770. Available online: [http://gutenberg.net.au/ebooks05/0501141h.html#may1769](http://gutenberg.net.au/ebooks05/0501141h.html#may1769)

**Optional**
*Papers of Sir Joseph Banks (State Library, New South Wales)*

**Patricia Fara, *Sex, Botany & Empire: the Story of Carl Linnaeus and Joseph Banks* (New York: Columbia University Press, 2003), 47-69 (HISTORY OF SCIENCE RE 50 FAR)
*John Gascoigne, *Science in the Service of Empire: Joseph Banks, the British State and the Uses of Science in the Age of Revolution* (2000).

10. (December 14) Conclusion