

Presentation Assignment: The Seven Years War

Rationale

The purpose of the presentation assignment is to:

- *Vary assessment methods.* This presentation assignment offers an opportunity for alternative assessment, which allows students to demonstrate proficiency beyond essay-writing and multiple-choice testing.
- *Develop ability to analyze historiographical debates in depth.* This presentation assignment requires students to analyze a historiographical debate in depth, using a range of resources including textbooks, monographs, articles, and visual media.
- *Develop transferable skills.* The ability to plan and deliver a case orally, using supporting technology, are not only key skills in the context of history classes but also useful (if not essential) for many jobs.

Presentation Skills

Students should consider how they can maximize the impact of their presentation:

- *Know the task.* The question is clearly defined, so the presentation must address the salient issues.
- *Produce supporting documentation.* The presentation may be quickly forgotten unless the audience has something to take away that will remind them of the main points that have been covered. [A discussion exercise is required.]
- *Be confident.* Students should not feel intimidated by the experience of giving a paper; everyone else will have to take their turn, so students should not feel that peers will be unduly critical.
- *Be imaginative.* Students should not simply aim to write an essay and then read this out to the rest of the group. In order to make presentations more interesting students could:
 - (a) introduce handouts for the rest of the group to read (your discussion exercise should contain extracts from books and articles that indicate aspects of the historiographical debate);
 - (b) ask questions of your audience and invite them to ask you questions;
 - (c) use PowerPoint to show images as well as text;
 - (d) use a film or documentary clip.

Use your study skills guide section 4 “Using the Internet for academic purposes” and section 5 “Preparing and delivering a presentation”.

Assessment Criteria

The quality of presentations will be assessed in relation to five categories: (a) structure; (b) argument; (c) delivery; (d) visual resources; and (e) written resources. There are 40 points available in each category and a total of 200 points is therefore available for this presentation task, which is weighted at 20%.

Presentation Topic

Examine the causes, course, and consequences of the Seven Years War (French and Indian War) (1754-63).

Indicative Content

The presentation is likely to begin by observing the global and territorial character of the connected set of conflicts, generally termed the Seven Years War for the fighting in Central Europe that took place from 1756-63. The presentation should explain the conflict in the context of European great power competition, particularly with regard to the Diplomatic Revolution, the emergence of Russia and Prussia as great powers, and the decline in status of France; territorial imperialism in North America and the Indian sub-continent; and the effect of the conflict on British-colonial relations in North America. The presentation should compare and contrast the traditional and revisionist interpretations concerning nomenclature of the war, the several theatres of operations, war aims of the participants, termination and peace settlements, and the consequences of the war. The presentation should examine some additional points of significance associated with the war, e.g.:

- Strategic application of sea power (transport of military forces to colonial locations, blockade, sea control v. commerce-raiding strategy)
- Differences between military tactics in Central Europe, North America and India (large professionalized armies in Europe, use of Indians and colonial auxiliaries in North America, relations with client states in India)
- Difficulties of working with American Indian allies (atrocities, lack of discipline, cultural differences)
- Domestic politics (frequent leadership and policy changes in Britain and Russia, influence of Madame de Pompadour in France)
- International politics (Diplomatic Revolution, fall of France from the top rank of great power status, expansion of British empire, rise of Prussia and Russia as great powers)

Some Suggested Resources

Algrant, Christine Pevitt (2002) *Madame de Pompadour: Mistress of France* (New York: Grove Press)

Anderson, Fred (2000) *Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766* (New York: Alfred A. Knopf)

Anderson, Fred (2005) *The War That Made America: A Short History of the French and Indian War* (New York: Viking)

Asprey, Robert B. (1986) *Frederick the Great: The Magnificent Enigma* (New York: Ticknor & Fields)

Barck, Oscar Theodore and Hugh Talmage Lefler (1958) *Colonial America* (New York: The Macmillan Company)

Barnett, Correlli (1970) *Britain and Her Army 1509-1970: A Military, Political and Social Survey* (New York: William Morrow & Company)

- Black, Jeremy (2002) *Europe and the World 1650-1830* (New York: Routledge)
- Bobbitt, Philip (2002) *The Shield of Achilles: War, Peace, and the Course of History* (New York: Alfred A. Knopf)
- Borneman, Walter R. (2006) *The French and Indian War: Deciding the Fate of North America* (New York: Harper Collins Publishers)
- Bukowczyk, John J. (2005) "Trade, War, Migration, and Empire in the Great Lakes Basin, 1650-1815" in *Permeable Border: The Great Lakes Basin as Transnational Region, 1650-1990* (Pittsburgh, PA: University of Pittsburgh Press and University of Calgary Press)
- Cave, Alfred A. (2004) *The French and Indian War* (Westport, CT: Greenwood Press)
- Churchill, Winston S. (1967) *A History of the English-Speaking Peoples: The Age of Revolution* (New York: Dodd, Mead & Company)
- Dorn, Walter L. (1940) *Competition For Empire 1740-1763* (New York: Harper & Row, Publishers)
- Egnal, Marc (1988) *A Mighty Empire: The Origins of the American Revolution* (Ithaca, NY: Cornell University Press)
- Herman, Arthur (2004) *To Rule the Waves: How the British Navy Shaped the Modern World* (New York: Harper Perennial)
- Kennedy, Paul (1987) *The Rise and Fall of the Great Powers: Economic Change and Military Conflict From 1500 to 2000* (New York: Random House)
- Mahan, Alfred Thayer (1957) *The Influence of Seapower Upon History 1660-1783* (New York: Hill and Wang)
- McLynn, Frank (2004) *1759: The Year Britain Became Master of the World* (New York: Atlantic Monthly Press)
- Morgan, Kenneth O., Editor (1984) *The Oxford Illustrated History of Britain* (New York: Oxford University Press)
- Parker, Gilbert and Claude G. Bryan (1903) *Old Quebec: The Fortress of New France* (New York: The Macmillan Company)
- Parkman, Francis (1984) *Montcalm and Wolfe* (New York: Atheneum)
- Peckham, Howard H. (1964) *The Colonial Wars 1689-1762* (Chicago: The University of Chicago Press)
- Reynolds, David (2009) *America, Empire of Liberty: A New History of the United States* (New York: Basic Book)

HIS 201 Presentation Assignment: Reynolds (2009), Ch. 2, Q. 10
This is also a HIS 353 topic

Roberts, J. M. and Odd Arne Westad (2013) *The History of the World, Sixth Edition* (New York: Oxford University Press)

Schwartz, Seymour I. (1994) *The French and Indian War 1754-1763: The Imperial Struggle for North America* (New York: Simon & Schuster)

Scott, H. M. (2006) *The Birth of a Great Power System 1740-1815* (New York: Pearson Longman)

Stacey, C. P. (1959) *Quebec 1759: The Siege and the Battle* (London: Pan Books)

Trevelyan, G. M. (1952) *History of England, Vol. III: From Utrecht to Modern Times: The Industrial Revolution and the Transition to Democracy* (Garden City, NY: Doubleday & Company, Inc.)

U.S. Department of State, Office of the Historian, "French and Indian War/Seven Years War, 1754-63, available at: <http://history.state.gov/milestones/1750-1775/french-indian-war>

Students will probably need to conduct internet-based research for this assignment, for illustrations as well as bibliographic material. Please refer to the History Study Skills guide section 4, "Using the internet for academic purposes." If students find an electronic source that they wish to use and have any questions about the reliability of the material found online, they should consult their instructor.