1. **Title of the module**

HIST3590 (HI359) - Empire and Africa

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term or Spring term

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA in History, all single- and joint-honours programmes.

BA in Military History

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Been introduced to the broad subject of modern European African empires and their contested end, and provided with the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history

8.2 Been given an opportunity to develop their intellectual interest in the history of African empires and decolonization and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.

8.3 Exposed to the disciplines of political, social, economic and cultural history.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Considered critically relevant intellectual concepts as well as differences of opinion and interpretation both amongst historians, and they will also have developed their ability to identify and solve problems

9.2 Worked both independently and within groups. Students will have engaged in independent work, using library resources, and will practice and improve their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.

9.3 Engaged in group work, in which they will be encouraged to interact effectively with others and to work co-operatively to enhance one another’s learning.

9.4 Acquired the skill to communicate complex concepts effectively through written work. They will have acquired the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.

9.5 Improved their communication skills and skills with IT.

9.6 Acquired the skill to present information creatively and accessibly.

1. **A synopsis of the curriculum**

This module is especially concerned with the end of Empire in Africa. After exploring the origins and nature of European empires in Africa, the course examines the impact of World War II on the British Empire and the end of British imperial influence in Kenya and Egypt. The course compares the British approach to decolonisation with those of the French, Belgians and Portuguese, raising the cases of French Algeria, the Belgian Congo, and Portuguese Angola and Mozambique. American attitudes to empire are also considered. Finally, the module covers the history of Italian and Soviet involvement in the Horn of Africa.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

BIRMINGHAM, D. (1995) The Decolonisation of Africa. London: UCL Press

HARGREAVES, D. (1988) Decolonization in Africa. New York: Pearson Education

HYAM, R. (2007) Britain’s Declining Empire: The Road to Decolonisation, 1918-1982. Cambridge: Cambridge University Press

THORN, G. (2001) End of Empires: European Decolonisation, 1919-1980. London: Hodder Education

WHITE, N. (1999) Decolonisation: The British Experience since 1945. Abingdon: Routledge

1. **Learning and teaching methods**

Total contact hours:20

Private study hours: 130

Total study hours:150

1. **Assessment methods**
	1. Main assessment methods

Essay 1 2,000 words 20%

Essay 2 2,000 words 20%

Oral Contribution 10%

Exam 2-hours 50%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** |  | **X** | **X** |  |  | **X** | **X** | **X** |
| Lectures and Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Oral Contribution | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes. As a module relating to Imperial/Colonial History, internationalisation is a key part of this module.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018