1. **Title of the module:**

HIST5103 (HI5103) ‘The Jewel in the Crown’: India and the Making of Imperial Britain

1. **School or partner institution which will be responsible for management of the module:** School ofHistory
2. **The level of the module (Level 4, Level 5, Level 6 or Level 7):**

Level 5

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

30 Credits/15 ECTS credits

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

Autumn or Spring

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

None

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

BA (Hons) History and other related honours and joint honours programmes.

Could also be taken as a wild module.

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

8.1 Appreciate the main themes of the history of the British Empire in the nineteenth century.

8.2 Demonstrate a critical understanding of key concepts and developments in the period, including but not limited to the expansion of British colonial control in India; India’s transition from a possession held by the English East India Company to being a ‘crown colony’ in 1858; and role of British India in further consolidation of the British Empire.

8.3 Demonstrate a critical understanding of the range of causal factors that brought about the British imperial expansion in India and the intersections between history of colonial India and British Imperial History.

8.4 Appreciate the significance of both continuity and change in imperial history.

8.5 Demonstrate a critical understanding of the impact of the colonial control over India on both the shape of the British Empire, including the politics, economy and society in the nineteenth and early twentieth century.

8.6 Demonstrate a critical understanding of key historiographical debates and approaches relating to the study of the history of colonial India and the British Empire against a broader global canvas.

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

9.1 Effectively communicate ideas and arguments.

9.2 Demonstrate their ability to present ideas in written work in both essays and in smaller assignments, as well as critically reflect on their work and the development of their transferrable skills.

9.3 Demonstrate their ability to analyse, synthesise and precis secondary and primary literature.

9.4 Demonstrate their ability to work independently.

9.5 Demonstrate their ability to produce work for a deadline.

1. **A synopsis of the curriculum**

Often described as the ‘Jewel in the Crown’, British India played a key role (economic, strategic, military) in the expansion and consolidation of British Empire. In the 18th century India had been a territory held by the English East India Company; by the mid-19th century India became a crown colony and an integral part of the British Empire for reasons that included both resources and a role in enhancing imperial prestige.

Focussing mainly on the nineteenth century, this module explores the processes through which India became a colony and its broader impact on the British Empire. More specifically, the purpose of the module is to impart in students a critical understanding of the relationship between India and the British Empire, especially the ways in which India influenced imperial policies (social, economic) in both metropolitan Britain and in the wider British dominions and colonies. In short, this module offers a survey of the complex, long and historically consequential relation between India and the British Empire.

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

Bayly, C.A., Indian Society and the Making of the British Empire (Cambridge, 1988)

H. Streets-Salter and T. R. Getz (Ed): Empires and Colonies in the modern world: a global perspective (New York, 2016)

C. Hall and S. O. Rose (Ed) At Home with the Empire: metropolitan culture and the imperial world (Cambridge, 2006)

B. Metcalf and T. Metcalf (Ed) A Concise History of Modern India (Cambridge, 2012)

J. Wilson, The Domination of Strangers: Modern Governance in Eastern India, 1780-1835 (London, 2008)

T. Metcalf, Ideologies of the Raj (Cambridge, 1995)

P. Levine, The British Empire: Sunrise to Sunset (New York, 2007)

The Oxford History of the British Empire (relevant volumes and chapters) (Oxford, 1998/1999)

1. **Learning and teaching methods**

Total contact hours = 30

Total private study hours = 270

Total study hours = 300

1. **Assessment methods**

The module will be assessed by 100% coursework, as follows:

* 1. Main assessment methods

Essay (4,500 words) 50%

Primary Source Analysis (1,500 words) 25%

Gobbet Analysis (500 words) 10%

Book/Article Review (1,500 words) 15%

13.2 Reassessment methods

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 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Primary Source Analysis | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Gobbet Analysis | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Book/Article Review | **x** | **x** | **x** | **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**

In both the topic of the module and in the approach adopted throughout, the aim is to encourage students to not only appreciate the importance of British Imperial History, but also of the broader history of the world in the 19th century. To this end, students are encouraged in Learning Outcomes 8.6 to think broadly and comparatively about the topic, and to draw connections from their existing knowledge of the period. The written works for the module will also encourage those students who are interested, to see the broad international connections between the British Imperial History, focussed on South Asia and other historical forces/events in other parts of the world.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |