1. KentVision Code and title of the module

HIST3001 A Global History of Empires, c.1500-1965

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Arts and Humanities, School of History

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

30 Credits (15 ECTS)

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

Autumn and Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: BA History and History Joint-Honours; BA Military History; & BA Ancient, Medieval and Modern History

Also available as an elective module.

Available to Short Term Credit students at the discretion of the school.

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

* 1. Demonstrate an understanding of the political, economic and socio-cultural developments in the history of European empires from the sixteenth to the twentieth century on a global scale; and be equipped with the skills needed to understand, evaluate, contextualise and communicate effectively their knowledge of history.
	2. Engage with the history of modern empires and demonstrate their skills in researching historical subjects and in communicating their knowledge and ideas, using a variety of methods.
	3. Better understand the disciplines of political, social, economic and cultural history.
	4. Examine and evaluate primary sources, whether texts or images, and understand their context, strengths and limitations, and value.

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

* 1. Demonstrate a grasp of the history of modern empires in their global context, which will help them to have a better understanding of the modern multicultural world and the global economy.
	2. Practise problem-solving skills and ability to work both independently and within groups. Students will have engaged in independent work, used library resources, and will have improved their skills in time management, historical research, organisation and analysis of material, and communication.
	3. Communicate concepts effectively using a variety of methods. 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.

## A synopsis of the curriculum

This module explores the history of empires on a global scale. It challenges students to grasp the history of empires by examining their structures, instruments and consequences. The Autumn Term of the module will cover the history of empire from the sixteenth to the middle of the twentieth century. Themes may include the expansion of European empires (Spanish, Portuguese, British, French, Dutch and Belgian) in the Americas, Asia, the global rivalry for empires among European nations in the eighteenth century, the expansion of the Mughal Empire and its interactions with the commercial expansion of the East India Companies in the Indian Ocean, the expansion British colonies in India, slavery and the Abolition movement and the Revolt of 1857. In the Spring Term, the course will cover the expansion of European empires from the end of the nineteenth to the middle of the twentieth century, in the age of decolonization. Topics may include the conquest of Africa in the age of the so-called ‘New Imperialism’, the French and British Civilizing missions in Africa and Asia, the emergence of modern ideas of race, immigration, freedom struggles in Asia and Africa, and postcolonial cultural and political developments across the world. It will provide students with a critical historical knowledge of imperialism and globalisation and enable them to form a deep understanding of the postcolonial world.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 260

Contact Hours: 40

Total: 300

## Assessment methods

* 1. Main assessment methods

Written Assignment 1 Plan (250 words) – 5%

Written Assignment 1 (1,500 words) – 25%

Short Exercise (750 words or equivalent) – 15%

Written Assignment 2 (1,500 words) – 25%

## Thematic Timed Essay (2,000 words) – 30%

* 1. Reassessment methods

100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written Assignment 1 Plan | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written Assignment 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Short Exercise  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written Assignment 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Timed Thematic Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## 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.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts CLOs  |
| --- | --- | --- | --- | --- |
| 19/12/2022 | New | 2023/24 | N/A | No |
|  |  |  |  |  |