1. **Title of the module**

HIST6042 (HI6042) - The British Empire: Sunrise to Sunset

HIST6043 (HI6043) - The British Empire: Sunrise to Sunset

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 5 (HIST6042)

Level 6 (HIST6043)

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

30 credits (15 ECTS)

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 History

1. **The intended subject specific learning outcomes.  
   On successfully completing the Level 5 module students will be able to:**

8.1 gained the knowledge and conceptual tools to understand and interpret the history of Britain’s colonial encounter from the mid-eighteenth to the mid-twentieth century.

8.2 obtained a knowledge of the most important relevant episodes of the history of the period, and some of the historiographical debates surrounding the subject.

8.3 developed their ability to discuss the issues that are raised in the module, and to present their work in written and oral form.

8.4 developed an ability to critically analyse a range of primary sources including letters, diaries, journals, memoirs, published and unpublished material (among many others).

8.5 developed strong analytical and critical skills and be able to evaluate and assess Britain’s imperial history and its impact on the modern world.

**On successfully completing the Level 6 module students will be able to:**

8.6 developed the ability to understand and critically engage with complex historiographical debate and dispute, and a thorough and systematic understanding of the latest research.

8.7 demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

8.8 demonstrated an ability to digest, select and organise material to produce, to a deadline, a coherent and cogent argument, developed through the mode of assessment, in either written or oral form.

8.9 demonstrated an ability to think critically about a range of complex and diverse topics relating to Britain’s history of global encounter.

1. **The intended generic learning outcomes.  
   On successfully completing the Level 5 module students will be able to:**

9.1 enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment

9.2 enhanced communication, presentational skills and information technology skills

**On successfully completing the Level 6 module students will be able to:**

9.3 demonstrated the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form

9.4 analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module

9.5 approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches

1. **A synopsis of the curriculum**

*We seem, as it were, to have conquered and peopled half the world in a fit of absence of mind.* Sir John Seeley, The Expansion of England (1883)

Despite Seeley’s assertion of accidental conquest, at its zenith the British empire decidedly controlled over ¼ of the world’s global real estate, and 1/5 of the world’s population. The economic, cultural and global impact of British colonialism is still very much apparent today - from contested borders and inter-state disputes, through languages and cultures, to the inequities in wealth and trade that exist between the prosperous ‘North’ and the underdeveloped ‘South’. Why, then, was imperial expansion so vehemently defended by its protagonists in the 19th and 20th Centuries? And what made colonial conquest, colonisation, and economic exploitation of non-European spaces feasible on such a global scale and for so long? These are the ‘big questions’ that underlie this module. Using documentary sources and specialist texts and articles, we shall investigate various aspects of British colonial rule from the perspective of its practitioners and from that of their colonial ‘subjects’. The intention is to try and understand European imperialism on its own terms, to interrogate the cultural and conceptual discourses that underpinned its existence, and to reflect upon the many ways in which the history of European empire has shaped the modern world in which we live today.

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

Ballantyne, Tony, ‘Introduction: Debating Empire’, Journal of Colonialism and Colonial History 13:1 (2002).

Cain, P. J., ‘European Expansion Overseas, 1830-1914,’ Review Article in History, 59 (1974), 243-9.

Etherington, Norman, ‘Reconsidering Theories of Imperialism’, History and Theory, 21:1 (1982), 1-36.

Darwin, John, After Tamerlane: The Rise and Fall of Global Empires, 1400-2000 (London, 2007)

Darwin, John, The Empire Project: the rise and fall of the British world system, 1830-1970 (Cambridge University Press, 2009).

Levine, Philippa, The British Empire. From Sunrise to Sunset (Harlow: Longman, 2007)

Porter, Bernard, The Lion’s Share: A short history of British imperialism 1850-2004. Fourth Edition (Pearson Education, 2004).

Stockwell, Sarah (ed), The British Empire: themes and perspectives (Blackwell, 2008)

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

**Level 5**

Essay 1 3000 words (40%) 60%

Essay 2 3000 words (40%)

Presentation 10-minutes (10%)

Seminar Performance (10%)

Examination 2 hours 40%

**Level 6**

Essay 1 3000 words (40%) 60%

Essay 2 3000 words (40%)

Presentation 10-minutes (10%)

Seminar Participation (10%)

Exam 2 hours 40%

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* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *8.9* | *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** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **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**

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.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
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Revised FSO Jan 2018