1. **Title of the module**

HIST6093 (HI6093) The Empire Strikes Back? Imagining and Remembering Empire

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

History

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

Level 6

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

60 (30 ECTS)

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

Autumn and Spring

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

N/A

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

BA History and associated joint honours programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Critically evaluate and assess the politics of memory as it relates to British imperialism
	2. Understand and critically engage with complex historiographical debate and dispute relating to the British Empire and Imperial History.
	3. Critically analyse a range of relevant primary sources, including: contemporary scholarly writing, literature, visual materials, films and multimedia.
	4. Demonstrate 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 from the field of Imperial History.
	5. Demonstrate a comprehensive understanding of the the ways in which the British Empire has been imagined, understood and remembered from the eighteenth century to the present.
	6. Demonstrate an ability to think critically about a range of complex and diverse topics relating to Britain’s global and colonial encounter in the past, present and future.
	7. Critically engage with contemporary representations of Empire and imperial history in order to reflect on its role in current debate and national identity/memory.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Express complex ideas and arguments in writing, skills which can be transferred to other areas of study and employment
	2. Demonstrate enhanced communication, presentational skills and information technology skills
	3. Demonstrate the ability to express complex ideas and arguments orally.
	4. Demonstrate the acquisition of an independent learning style when engaging with the course content, by showing the ability to reflect on their own learning and by mediating complex arguments.
	5. Critically evaluate, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present 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
	6. Approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches
3. **A synopsis of the curriculum**

This module offers a cultural and imaginative engagement with the ideas and realities of British Imperialism in the past, the present and indeed the future. Students will use books, visual and material cultures, fiction, film and radio to explore the ways in which the British Empire has been imagined, understood and remembered from the eighteenth century to the present. The module is split into three main sections, the first looking at the way Empire was imagined and presented at the time of its existence, the second exploring the recent ‘nostalgia boom’ surrounding Empire in the present and the ways in which the imperial past is mobilised in modern debates (surrounding, for example, Brexit), and the third looking at how imperial tropes and understandings have informed science fiction reimaginings of the past through telling stories about the future. A mixture of traditional and innovative assessments (including source commentaries, blog posts and podcasts) will push students to think both analytically and creatively about the role of the past in the present and the future. Students will emerge with a highly developed ability to analyse and critique primary and secondary evidence, as well as having gained employability skills relating to independent research, oral and visual presentation, and creative industries. The module presents an exciting opportunity to engage with the cultural history of the British Empire, as well as creative approaches to learning, assessment and employability.

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

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

Stockwell, Sarah (ed), *The British Empire: Themes and Perspectives* (Blackwell, 2008).

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).

Ferguson, Niall, *Empire: The Rise and Demise of the British World Order and the Lessons for Global Power* (Basic Books, 2003).

Ferguson, Niall, *Colossus: The Price of America's Empire* (Penguin, 2012).

Gott, Richard, *Britain's Empire: Resistance, Repression and Revolt* (Verso, 2011).

Judd, Dennis, *The British Imperial Experience from 1765 to the Present* (London: Harper Collins, 1996).

Kwarteng, Kwasi,

Paxman, Jeremy, *Empire: What Ruling the World Did to the British* (London: Viking, 2011).

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

1. **Learning and teaching methods**

Total Contact Hours = 66

Total Private Study = 534

Total Study Hours = 600

1. **Assessment methods**

This module will be assessed by 40% coursework and 60% exam

* 2 x 500-word blog posts for CHC blog [2%]
* 4 x 1,000 word source commentaries [6%]
* 1 x 20-minute podcast [8%]
* 1 x A1 poster presentation [8%]
* 1 x 5,000 word essay [16%]
* 2 x two-hour exam [60%]

13.2 Reassessment methods

100% Coursework (5,500 words)

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** |  | **X** | **X** | **X** | **X** | **x** | **x** |  | **x** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *500-word blog post*  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| *1,000 word source commentaries* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| *Podcast*  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Poster presentation*  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *5,000-word Essay*  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| *Exams*  | **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**

As a course relating to global and colonial history, this module will encourage an international outlook from students. Some assessments will be freely available online for international consumption (with students’ consent).

**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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