1. **Title of the module**

Gandhi: Myth of the Mahatma, 1893-1948

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 credits (30ECTS)

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

Autumn and Spring

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

None

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

BA History (Joint and Single Honours); BA Military History

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

8.1 Demonstrate a systematic understanding of British Imperial History and a detailed knowledge of political, economic social and cultural milieu in colonial South Asia and Southern Africa.

8.2 Accurately deploy a variety of methodological techniques in the analysis of a range of written documents and visual evidence from 19th and 20th centuries, but also appreciate the limitations and ambiguity of this evidence and issues pertaining to ‘colonial archive’.

8.3 Demonstrate a critical awareness of the problems and possibilities of studying imperial history, particularly in comparative spatial framework.

8.4 Critically evaluate historiographical notions of Colonialism, Imperialism, Nationalism, Sovereignty and describe how these contribute to an overall assessment of imperial history in 19th and 20th century.

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

9.1 Formulate detailed arguments based on critical evaluation of scholarly reviews and primary sources, and then communicate effectively to a variety of audiences and/or using a variety of methods.

9.2 Manage their own learning and exercise both initiative and personal responsibility by identifying the most relevant research materials and carrying out substantial independent research.

9.3 Identify a range of solutions involving different types of evidence and abstract concepts in order to make decisions about complex problems in a variety of contexts.

9.4 Analyse and assimilate large quantities of data at a high level which enables them to undertake appropriate further training of a professional or equivalent nature.

9.5 Demonstrate an awareness of the importance of communicating historical research and understanding to non-specialist audiences and the wider public.

1. **A synopsis of the curriculum**

This module will address the dynamic interactions between the British Empire and arguably its most significant colony India by examining the political life of Mohandas Karamchand Gandhi, popularly known as the Mahatma (the great soul).

The focus on Gandhi, often considered as the person who successfully commanded the nationalist movement against the British Raj will allow an exploration the history of the politics of anti-colonial movement in the British Empire, especially around issues of colonial control; role of violence; citizenship; subject hood and sovereignty. More specifically, as M.K. Gandhi spent a significant amount of time in London – the metropole as well as in South Africa – a white settler colony; an investigation of his political life will provide productive ways to engage with the British Empire beyond South Asia. A comparative framework including the metropole and different kinds of colonies also has the vantage of underlining the ways in which imperial/anti-imperial politics was shaped by forces (intellectual, socio-cultural) more complex and nuanced than perhaps hitherto assumed.

In the first term the module will introduce students to British Imperial history, with a focus on colonisation of South Asia and Southern Africa. Themes discussed in the seminars will include, but not limited to: East India Companies and settlement of India and Southern Africa; imperial networks (people; commodities, ideas. administrators) between India, Southern Africa and Britain; M.K. Gandhi in London and his life and experiences in South Africa; Boer Wars and the beginnings of anti-colonial movement in India.

In the second term, the module will look at how M.K. Gandhi developed his political strategies, especially ideas of non-violent civil disobedience and Satyagraha; major Gandhi lead anti-colonial mass movements in India; Gandhi’s engagement with imperial politics in terms of Round Table Conferences and visits to UK and India’s independence and partition. These themes will also explore the ways in which the politics of M.K. Gandhi was imbricated with his personality and its consequent dissonances which continue to reverberate even today.

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

M.K. Gandhi, Hind Swaraj or Indian Home Rule (Ahmedabad, 1909)

M.K. Gandhi, The Story of my experiments with truth (Ahmedabad, 1927)

M.K. Gandhi, The Collected Works of Mahatma Gandhi [Relevant Volumes] (New Delhi, 1960)

M.K. Gandhi, Satyagraha in South Africa (Ahmedabad, 1928)

R. Guha, Gandhi, 1914-1948: The Years that Changed the World (New York, 2018)

R. Guha, Gandhi Before India (New York, 2014)

J. Brown, Gandhi: Prisoner of Hope (Yale, 1990)

N. R. Godse, Why I assassinated Gandhi (Delhi, 2016)

Desai and G. Vahed (Ed), The South African Gandhi: Stretcher Bearer of Empire (Stanford, 2015)

F. Devji, The Impossible Indian: Gandhi and the Temptation of Violence (Harvard, 2012)

J. Lelyveld, Great Soul: Mahatma Gandhi and His Struggle with India (London, 2012)

A, Nandy, At the Edge of Psychology: Essays in Politics and Culture (Oxford; New Delhi, 1991)

D. Arnold, Gandhi: Profiles in Power (London, 2001).

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

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

- Essay 1 (3,000-words) 15%

- Essay 2 (3,000 words) 15%

- Presentation 1 (15-minutes) 5%

- Presentation 2 (15-minutes) 5%

- Examination 1 (2-hours) 30%

- Examination 2 (2-hours) 30%

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| 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** |  |
| Presentation 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Exam 2 | **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**

This module encourages 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. Students will learn about the dynamic interactions between the British Empire and South Asia and Southern Africa in regards to the colonisation and consequent dissonances which continue to reverberate even today.

**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) |
|  |  |  |  |  |
|  |  |  |  |  |