1. **Title of the module**

HIST6320 (HI632) - The Tools of Empire

HIST7250 (HI725) - The Tools of Empire

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 (HIST6320)

Level 6 (HIST7250)

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 in History (Single and Joint Honours)

BA in Military History.

1. **The intended subject specific learning outcomes.  
   On successfully completing the Level 5 and 6 module students will be able to:**

8.1 Gained an in-depth knowledge of the technological and social developments surrounding the growth and development of the British Empire.

8.2 Obtained a critical knowledge of some of the historiographical debates surrounding the subject and be well positioned to judge between competing interpretations of this era.

8.3 Formulated their own opinions on a variety of historiographical approaches, developed their oral and written communication skills and presented a clear historical argument supported with relevant evidence.

8.4 Critically engaged with a range of secondary source materials including articles and monographs and have practiced selecting and deploying historical information.

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

8.5 Shown an ability to synthesise a large body of material, and demonstrate a capacity to critically compare different contemporary interpretations of the period.

8.6 Demonstrated a sustained and in-depth ability to critically evaluate primary sources when studying the history of science and technology.

1. **The intended generic learning outcomes.  
   On successfully completing the Level 5 and 6 module students will be able to:**

9.1 Considered critically relevant intellectual concepts as well as differences of opinion and interpretation both amongst historians, and they will also have developed their ability to identify and solve problems

9.2 Worked independently. Students will have engaged in independent work, using library resources, and will have practiced and improved their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.

9.3 Engaged in group work, in which they will have interacted effectively with others and worked co-operatively to enhance one another’s learning.

9.4 Acquired the skill to communicate complex concepts effectively through written work. 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.

9.5 Improved their communication skills and skills with IT.

9.6 Acquired the skill to present information creatively and accessibly.

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

9.7 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.

9.8 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.

1. **A synopsis of the curriculum**

Fundamental to Western European political and cultural ambitions since the mid-eighteenth century has been technological change. This module provides a unique and stimulating social history of science and technology in a period of industrialisation and imperial expansion. In the first part, we examine the twin foundations of British industrial and imperial power exemplified by the dramatic eighteenth-century voyages of Captain James Cook around the Pacific, and by the evolution of the steam engine by James Watt in the same period. In the second part of the module we focus on the powerful new nineteenth century technological systems - railways, steamships, electric telegraphs and ship canals - which served to discipline the diverse cultures of Empire, whether British, American or Continental. In these ways, the module will provide a striking foundational study for an enriched understanding of politics and society in the modern world.

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

D.S.L. Cardwell (1994) The Fontana History of Technology. New York: Fontana

D.R. Headrick (1981) The Tools of Empire. Oxford: OUP

D. Read. (1999) The Power of News. Oxford: OUP

W. Schivelbusch. (1986) The Railway Journey. Oakland: University of California Press

C. Smith. (1998) The Science of Energy. Chicago: University of Chicago Press

R.A. Stafford (2002) Scientist of Empire. Cambridge: CUP

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 3000 words 30%

Essay 3000 words 30%

Essay 3000 words 30%

Seminar Participation 10%

**Level 6**

Essay 3000 words 30%

Essay 3000 words 30%

Essay 3000 words 30%

Seminar Participation 10%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **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** |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Essay | **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** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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