1. **Title of the module**

HIST8310 (HI831) - An Intimate History of the British 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 7

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**

All MA-T programmes run by the School of History

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

8.1 Critically assess the idea of intimacy in historical contexts.

8.2 Demonstrate a broad and deep understanding of British imperial history.

8.3 Demonstrate an understanding of relevant theoretical and practical tools for exploring that history.

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

9.1 Undertake independent research and learning.

9.2 Critically analyse a diverse range of primary source materials.

9.3 Present to an audience in a clear and confident manner.

9.4 Construct critically nuanced coursework in an independent manner.

1. **A synopsis of the curriculum**

When it comes to the history of the British Empire, matters of intimacy were matters of state (Stoler). Colonial governments, communities and individuals were all voyeuristically involved in the politics of intimacy – from the bedroom to the bazaar. Inspired by the approaches of New Imperial History, feminist history and cultural studies, this module explores the history of empire by examining its impact upon the intimate, everyday lives of those involved in Britain’s colonial project. Individual seminar topics will touch upon issues of empire and sexuality, interracial intimacy, colonial violence and affective economies using primary source analysis, secondary reading and independent research.

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

Ballantyne, T. and Burton, A.M., 2009. Moving subjects: gender, mobility, and intimacy in an age of global empire. University of Illinois Press.

Camiscioli, E., 2013. Women, Gender, Intimacy, and Empire. Journal of Women's History, 25(4), pp.138-148.

Jackson, W. and Manktelow, E.J., 2015. Introduction: Thinking with Deviance. In Subverting Empire (pp. 1-21). Palgrave Macmillan UK.

Matsuda, M.K., 2004. Empire of love: Histories of France and the Pacific. Oxford University Press.

Smith, V., 2010. Intimate strangers: friendship, exchange and Pacific encounters. Cambridge University Press.

Stoler, A.L., 2001. Matters of intimacy as matters of state: A response. The Journal of American History, 88(3), pp.893-897.

Stoler, A.L., 2006. Haunted by empire: Geographies of intimacy in North American history. Duke University Press.

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 276

Total study hours: 300

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

Essay 1 3000 words 40%

Essay 2 3000 words 40%

Presentation 20 minutes 20%

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Presentation | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Essay 1  | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Essay 2  | **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.

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

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| --- | --- | --- | --- | --- |
| 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