1. **Title of the module**

HIST8340 (HI834) - Themes and Controversies in Modern Imperial History

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 (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**

MA in Imperial History

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

8.1 Demonstrate an in-depth understanding of the transformation of imperial history as a field of study over the past century.

8.2 Demonstrate a sophisticated understanding of advanced concepts in imperial historiography, particularly the controversies surrounding the subject.

8.3 Demonstrate familiarity with key scholarly debates in imperial history.

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

9.1 Demonstrate their mental flexibility, and their ability to consider complex issues from multiple perspectives.

9.2 Demonstrate their ability to independently sustain concentration and aim.

9.3 Construct coherent and rigorous written arguments.

9.4 Prepare and deliver coherent, analytical oral arguments.

9.5 Research different source types.

1. **A synopsis of the curriculum**

This is a core module for the MA in Imperial History. Its chief objective is to survey the field of imperial history and chart the momentous changes it has undergone since the heydays of Western imperialism. The module explores the principal controversies that have shaped this field of scholarship over the past century. By focusing on a series of past and ongoing scholarly debates, students will gain a thorough understanding of complex theoretical issues pertaining to the operations and consequences of Western empires. Themes to be explored successively include: the relationship between empire, slavery and the industrial revolution; ‘peripheral’ readings of late nineteenth-century imperialism and the Scramble for Africa; ‘gentlemanly capitalism’ and British imperialism; violence and settler colonialism; colonial knowledge production; popular imperialism; the imperialism of decolonization; empires as global networks.

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

Cannadine, D. (2001) Ornamentalism: How the British Saw Their Empire, Oxford: OUP.

Dumett, R.E. (ed.) (1999) Gentlemanly Capitalism and British Imperialism: The New Debate on Empire, Harlow: Longman.

Lambert, D. and Lester, A. (eds), (2006) Colonial Lives across the British Empire: Imperial Careering in the Long Nineteenth Century, Cambridge: CUP.

Robinson, R. and Gallagher, J. (1961) Africa and the Victorians: The Official Mind of Imperialism, London: Macmillan.

Said, E.W. (1978) Orientalism, London: Routledge & Kegan.

Veracini, L. (2010) Settler Colonialism: A Theoretical Overview, Basingstoke: Palgrave Macmillan.

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 3,000 words 40%

Essay 2 3,000 words 40%

Individual Presentation and Seminar Participation 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 (3000 words) | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Essay 2 (3000 words) | **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