



## MODULE SPECIFICATION

Part 1: Information			
Module Title	The Consolidation and Defence of British India		
Module Code	UPHNBW-30-2	Level	2
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	History
Department	Arts and Cultural Industries		
Contributes towards	BA(Hons) History, BA(Hons) History and Heritage, BA(Hons) English and History		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description	
<p>This module has two aims. First, it investigates the means by which British power was consolidated in India from the second decade of the nineteenth century to Indian independence in 1947. Specifically, it will consider the power structures which evolved under the East India Company (EIC) and then the transition to control by the British Government, through the Government of India, with the Government of India Act of 1858. It will further consider relations with the Princely States, the emergence and development of nationalist movements, constitutional change, issues affecting law and order and internal security, as well as other key challenges which confronted successive viceroys in their administration of India. Students will also be introduced to recent historiographical developments.</p> <p>The second aim of the module is to consider the means by which British India was defended from external threats within that timeframe. Here, emphasis will be placed upon the Great Game, namely Anglo-Russian tensions in Central Asia. The module will explore relations between the EIC, and then the Government of India, and neighbouring states on the North-West and North-East frontiers. It will consider the contending strategies which evolved to defend those frontiers as well as contextualizing these strategies with reference to wider developments in the conduct of Britain's external policies in neighbouring regions. As such the module explores elements of Britain's imperial foreign policy contextualized with reference to the consolidation and then the demise of British power in India.</p> <p>The syllabus is based on weekly lectures and workshops. Lectures will provide a thematic overview in order to introduce key concepts and debates, historiographical issues, as well as introducing primary source material. The workshop will offer students the opportunity to investigate specific questions in detail and to present their findings in assessed presentations and accompanying handouts. The workshops will also introduce students to a variety of primary source material.</p>	

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### Part 3: Assessment

#### Assessment Strategy

##### Component A

One three-hour examination. Students will be required to answer two questions relating to topics covered across the module and to analyse one document. This exam format encourages students to engage with the module in its entirety.

##### Component B

###### 1. Workshop presentation and handout (1000 words)

Students are required to select one workshop presentation topic, to circulate a 15-minute paper to the workshop group, and further to present the ideas that it contains in a Powerpoint presentation.

###### 2. Archival essay (4000 words)

Students are required to research a topic in depth, through primary and secondary sources, taking advantage of scheduled trips to the archives as well as any available digital material provided through the UWE library system.




These two pieces of assessed coursework are designed to test a range of abilities from critical evaluation of academic literature to the clear and concise communication of ideas in both oral and written forms. The assessment strategy is designed to measure:

- critical understanding of concepts and topics relating to British India, as explored in the module [B1, B2]
- the ability to understand and critically assess primary source material [B2]
- the ability to present ideas in clear prose and observe appropriate academic standards (footnotes, bibliographies) [B1, B2]
- the ability to develop a research question and to identify relevant secondary literature and primary source material [B2]
- the ability to communicate ideas clearly and concisely in oral presentations [B2]

Feedback for these assessments will be sent first to students electronically. All students will be required to attend personal feedback tutorials which will be a timetabled part of the module's contact hours.

Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Exam (3 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Workshop presentation and paper (1000 words) (Paper to be submitted at time of presentation)	20%	
2. Archival Essay (4000 words)	80%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	

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1. Exam (3 hours)	100%																														
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>																														
1. Powerpoint presentation and paper (1000 words)	20%																														
2. Archival Essay (4000 words)	80%																														
<b>Part 4: Teaching and Learning Methods</b>																															
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <p>A developed understanding of British India in the period c1815 to 1947. [Components A1, B1-2]</p> <p>An ability to identify and to interpret a range of primary sources from the period studied. [Components A1, B1-2]</p> <p>An ability to assimilate the arguments of historians and to understand their approaches. [Components A1, B1-2]</p> <p>The ability to synthesise a wide range of primary and secondary material with regard to a rational research question of their devising. [Component B2]</p>																														
Key Information Sets Information (KIS)	<table border="1" data-bbox="533 969 1445 1361"> <thead> <tr> <th colspan="5" data-bbox="533 969 1002 1010"><b>Key Information Set - Module data</b></th> </tr> <tr> <td data-bbox="533 1010 671 1050"></td> <td data-bbox="671 1010 836 1050"></td> <td data-bbox="836 1010 1002 1050"></td> <td data-bbox="1002 1010 1166 1050"></td> <td data-bbox="1166 1010 1445 1050"></td> </tr> <tr> <td colspan="4" data-bbox="533 1050 1166 1093"><i>Number of credits for this module</i></td> <td data-bbox="1166 1050 1445 1093" style="text-align: center;">30</td> </tr> </thead> <tbody> <tr> <th data-bbox="533 1128 671 1319">Hours to be allocated</th> <th data-bbox="671 1128 836 1319">Scheduled learning and teaching study hours</th> <th data-bbox="836 1128 1002 1319">Independent study hours</th> <th data-bbox="1002 1128 1166 1319">Placement study hours</th> <th data-bbox="1166 1128 1308 1319">Allocated Hours</th> </tr> <tr> <td data-bbox="533 1319 671 1361" style="text-align: center;">300</td> <td data-bbox="671 1319 836 1361" style="text-align: center;">72</td> <td data-bbox="836 1319 1002 1361" style="text-align: center;">228</td> <td data-bbox="1002 1319 1166 1361" style="text-align: center;">0</td> <td data-bbox="1166 1319 1308 1361" style="text-align: center;">300</td> </tr> <tr> <td colspan="4"></td> <td data-bbox="1308 1319 1445 1361" style="text-align: center;"></td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300					
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test</p> <p><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p><b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="644 1697 1342 1933"> <thead> <tr> <th colspan="2" data-bbox="644 1697 1059 1738">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td data-bbox="644 1778 1198 1818">Written exam assessment percentage</td> <td data-bbox="1198 1778 1342 1818" style="text-align: center;">50%</td> </tr> <tr> <td data-bbox="644 1818 1198 1859">Coursework assessment percentage</td> <td data-bbox="1198 1818 1342 1859" style="text-align: center;">50%</td> </tr> <tr> <td data-bbox="644 1859 1198 1899">Practical exam assessment percentage</td> <td data-bbox="1198 1859 1342 1899" style="text-align: center;">0%</td> </tr> <tr> <td colspan="2" data-bbox="644 1899 1342 1933" style="text-align: right;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%	100%																					
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Reading Strategy	<p>Students will be expected to read the suggested secondary literature recommended and highlighted via Blackboard and/or the module handbook, and will be expected to analyse and comment upon such literature in workshops. Recommended reading for each session will be clearly indicated in the course literature and is readily available from the library</p>																														

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	<p>(online and/or in hard copy).</p> <p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>C A Bayly <i>The Local Roots of Indian Politics</i>  G Curzon <i>Russia in Central Asia</i>  D Dilks <i>Curzon in India</i>  D Geyer <i>Russian Imperialism: the Interaction of Domestic and Foreign Policy, 1860-1914</i></p> <p>D R Gillard <i>The Struggle for Asia</i>  D Gilmour <i>Curzon</i>  C Hibbert <i>The Great Mutiny, India 1857</i>  P Hopkirk <i>The Great Game</i>  H Hoskins <i>British Routes to India</i>  R Johnson <i>Spying for Empire</i>  J B Kelly <i>Britain and the Persian Gulf</i>  Y Khan <i>The Raj at War</i>  J P Le Donne <i>The Russian Empire and the World 1700-1917</i></p> <p>D Mackenzie <i>Imperial Dreams</i>  H V Menon <i>The Transfer of Power in India</i>  K Meyer &amp; S B Brysac <i>Tournament of Shadows</i>  M Mukerjee <i>Churchill's Secret War: The British Empire and the Ravaging of India during World War II</i></p> <p>J Onley <i>The Arabian Frontier of the British Raj</i>  H Ragdale <i>Imperial Russian Foreign Policy</i>  J Siegel <i>Endgame</i>  S Tharoor <i>Inglorious Empire</i>  M Yapp <i>Strategies of British India</i></p> <p>Journal articles will include the selection from (among others): <i>Modern Asian Studies, The Journal of Asian Studies, The Historical Journal, The English Historical Review, Journal of Contemporary History, Journal of Asian History, Journal of Indian History, South Asia, Journal of Imperial and Commonwealth History.</i></p>

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First ASQC Approval Date	30 <sup>th</sup> May 2018			
		Version	1	<a href="#">link to RIA 12595</a>
Revision CAP Approval Date		Version		
Revision CAP Approval Date		Version		