



## MODULE SPECIFICATION

Part 1: Information			
Module Title	The Collapse of Empire and Colonial War: British and French Decolonization, 1918 - 1965		
Module Code	UPHPJC-30-3	Level	3
For implementation from	September 2017		
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	To have passed any Level 1 History module		

Part 2: Description
<p>The New Imperialism, 1870-1914            Social Darwinism and imperialism            The impact of World War I and Versailles on the British and French empires            The British Empire between the Wars: a survey            The British Empire between the Wars: case studies between the Wars: a survey            The French Empire between the Wars: case studies            Policing the Empire in the inter-war period            The impact of World War II on the British and French Empires            Decolonisation since 1947-1965: a survey            Decolonisation since 1947-1965: case studies            Confrontation and insurgency: decolonisation in Asia            The winds of change: decolonisation in Africa</p> <p>Students can expect three hours of contact per week with staff during teaching blocks. These hours are comprised of two weekly lectures (c.48 hours), and one weekly seminar (c.24 hours). Normal scheduled classes do not take place during assessment weeks but tutors may schedule one to one sessions in addition to the contact hours indicated.</p> <p>Most scheduled learning occurs in lectures and seminars in which, under the guidance of their tutor, students are guided through the management of the module. As well as serving as a forum for concentrated and focused discussion, where appropriate seminars will also include practical activities, such as introductions into problem solving and presenting arguments. Occasionally, a range of primary and secondary source material appropriate to the focus of the seminar will form the basis of discussion.</p> <p>In addition to scheduled learning students can expect to undertake up to 228 hours of independent learning during the course of the module.</p>

**Scheduled learning** includes lectures, seminars, and individual feedback sessions.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

### Part 3: Assessment

#### Assessment Strategy

The module has three assessed pieces of work: two essays and one assessed seminar paper/presentation. These are designed to test a range of abilities from essay writing, to examined work under controlled conditions and oral presentations in class. The assessment strategy is designed to build upon the critical research and analytical skills acquired at levels 1 and 2 in History. There is therefore quite a strong emphasis on historiography and critical analysis (components B1 and B2).

The examination is a full three hours (180 minutes) and designed to test content knowledge at the end of the module.

Feedback for the written assessments will be sent first to students electronically, after which 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)

A:

50%

B:

50%

#### First Sit

**Component A** (controlled conditions)  
**Description of each element**

**Element weighting**  
(as % of component)

1. Exam (3 hours)

100%

**Component B**  
**Description of each element**

**Element weighting**  
(as % of component)

1. Essay (2500 words)

40%

2. Essay (2500 words)

40%

3. Assessed seminar + paper (500 words)

20%

**Resit (further attendance at taught classes is not required)**

**Component A** (controlled conditions)  
**Description of each element**

**Element weighting**  
(as % of component)

1. Exam (3 hours)

100%

**Component B**  
**Description of each element**

**Element weighting**  
(as % of component)

1. Essay (2750 words)

50%

2. Essay (2750 words)

50%

### Part 4: Teaching and Learning Methods

**Learning Outcomes** On successful completion of this module students will be able to:

- identify, in broad terms, the key events, chronology and personalities that shaped the concerns of the module; and specifically to understand the ways in which concepts of imperialism, systems and theories of colonialism, social control and protest, economic development and political reform were perceived and acted upon in the British and French Empires between 1918 and 1965 as they encountered the corrosive forces of nationalism which eventually undermined their authority over their African and Asian subjects in the 20<sup>th</sup> century. (assessed through components A & B, 1 & 2).
- identify past and current historiographical approaches to imperialism, colonialism and decolonisation within the British and French Empires (assessed through components A & B, 1 & 2).
- work confidently and critically with primary sources relevant to the module's concerns, including newspaper journalism, political cartoons, pamphlet literature, intelligence summaries and a host of official and government correspondence (assessed through component B 1 & 2)

Orally communicate their understanding of critical issues by means of classroom presentation (assessed through component B 2)

**Key Information Sets Information (KIS)**

<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

**Contact Hours**

The table below indicates as a percentage the total assessment of the module which constitutes a;

**Total Assessment**

- Written Exam:** Unseen written exam, open book written exam, In-class test
- Coursework:** Written assignment or essay, report, dissertation, portfolio, project or in class test
- Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	40%
Practical exam assessment percentage	10%
	100%

**Reading Strategy**

Several secondary texts covering large areas of the module and recommended for frequent use as contextual readers throughout the course of the module have been identified as

**'key texts'**. One copy of each of these will be placed on short loan in the library. Some seminars will require students to read **primary materials**. These will be made available either in transcribed form on Blackboard, on approved external websites or electronically via the primary source databases in the e-library.

Seminars will require students to undertake readings from secondary scholarly sources. These are indicated in the handbook as **'essential reading'** and **'secondary reading'**. Where 'essential readings' are journal articles or extracts from a book, they will in all cases be available via UWE-online where licenses have been obtained, or via JSTOR or Project Muse. Materials referred to as 'secondary' are intended to be selected from independently by the student and lists will in all cases be sufficiently extensive to ensure adequate library stock.

**Essential reading:** There are several set textbook for the module. However, as a whole, discrete texts will be indicated as 'essential readings' for specific teaching sessions and/or assignments, and these will be clearly identified in the course handbook and be available electronically or on short loan in the library. Readings may include:

- Chapters from scholarly monographs
- Essays in peer-reviewed journals and edited collections
- Supplied primary material, both textual and visual
- Primary material retrieved from designated web sites, published primary sources contained within the university's existing library stock and the E-library's digital newspaper collections

**Further reading:** Further readings will be indicated in the handbook for each teaching session. Students are expected to use their discretion and exercise choice in selecting further reading. They may be guided by the supplied lists, or they may prefer to research relevant further readings for themselves, using the library catalogue, bibliographical databases in the e-library, or by searching Project Muse and JSTOR.

*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.*

RF Ansprenger	<i>The Dissolution of the Colonial Empires</i> (London: Routledge, 1989)
S Bernstein	<i>The Republic of de Gaulle</i> (Cambridge: Cambridge University Press, 1993)
R Betts	<i>Decolonization</i> (London & New York: Routledge, 1998)
A Clayton	<i>The Wars of French Decolonization</i> (London: Longman, 1994)
P J Cain & A J Hopkins	<i>British Imperialism: Crisis and Deconstruction 1914 – 1990</i> (London: Longman, 1993)
J Darwin	<i>The End of the British Empire</i> (Oxford: Basil Blackwell, 1991)
J Darwin	<i>Britain and Decolonisation</i> (Basingstoke: Macmillan Education, 1988)
J D Hargreaves	<i>Decolonization in Africa</i> (London: Longman, 1988)
R F Holland	<i>European Decolonization 1918 – 1981: An introductory Survey</i> (Basingstoke: Macmillan, 1985)
J-P Rioux	<i>The Fourth Republic</i> (Cambridge: Cambridge University Press, 1987)
H S Wilson	<i>African Decolonization</i> (London: Edward Arnold, 1994)

**FOR OFFICE USE ONLY**

First CAP Approval Date	July 2009			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	1 February 2017	Version	5	<a href="#">link to RIA</a>