1. **Title of the module**

HIST6002 (HI6002) - The British Army and Empire c1750-1920

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

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 History and BA Military History

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

8.1 To provide students with the skills needed to understand, evaluate, contextualise and communicate effectively their knowledge of history.

8.2 To provide students with an understanding of the imperial campaigning of the British army in this period. In particular, the army’s role in civil administration and policing as well as its purely military responsibilities and the impact the imperial experience had on the everyday lives of soldiers and the development of British army as a whole.

8.3 To expose students to the disciplines of political, social and economic history and their various methodological approaches.

8.4 Students will learn how to access a range of sources of information and present the results.

8.5 Students will acquire skills of conceptualisation, reflexivity, critical thought and epistemological awareness.

8.6 Students will acquire knowledge and understanding of the past and particular aspects of the historiography and methodology, assisting them in other courses.

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

9.1 To develop a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.

9.2 To further develop analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.3 To further develop communication, presentation and information technology skills.

1. **A synopsis of the curriculum**

Between 1815 and 1914 Britain engaged in only one European war. The Empire was, therefore, the most consistent and most continuous influence in shaping the army as an institution, in providing it with sustained exposure to warfare and in enabling it to develop and refine its professionalism as an institution. This module will examine various aspects of the British army’s imperial experience in the period 1750-1920. The central focus will be on the campaigning in Africa and India, exploring how a relatively small number of British soldiers managed to gain and retain control of such vast territories and populations. Although the time period will run from the eighteenth to the twentieth century, the focus of the module will be on the Victorian and Edwardian periods, reflecting the current historiography on the topic. The extended date parameters will, however, allow for thematic studies of central issues such as army reform and civil-military relations to be placed in their wider chronological context.

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

I. F. W. Beckett, The amateur military tradition, 1558-1945

Peter Boyden, Alan J Guy and Marion Harding (eds.), ‘Ashes and Blood’: the British Army in South Africa, 1795-1914

David Chandler and Ian Beckett (eds.), The Oxford History of the British Army

J. E. Cookson, The British Armed Nation, 1793-1815

David French, Military Identities: The Regimental system, the British army and the British people, c. 1870-2000

Richard Holmes, The British Soldier in India

V. G. Kiernan, Colonial Empires and Armies, 1815-1960

Hew Strachan, The Politics of the British Army

E. M. Spiers, Army and Society, 1815-1914

E. M. Spiers, The Scottish soldier and Empire, 1854-1902

E. M. Spiers, The Victorian soldier in Africa

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Essay 1 2500 words 25%

Essay 2 4000 words 40%

In-class test 20%

Presentation 15-minutes 15%

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| In-class test | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **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.

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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