1. **Title of the module**

HIST6024 (HI6024) Napoleon and Europe, 1799-1815 – War, Empire, Civilisation and Law

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 6

1. **The number of credits and the ECTS value which the module represents**

60 Credits (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

History, History Joint Honours Programmes, Military History

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

8.1 Demonstrate a deep awareness of the factual material and analytical tools and approaches necessary to understand the nature & mission of the Napoleonic Empire and its trans-European impact.

8.2 Demonstrate a critical understanding of France’s constantly evolving military and diplomatic priorities.

8.3 Demonstrate comprehensive knowledge of the most important political and military turning points of the period, and some of the historiographical battles waged around the subject.

8.4 Demonstrate the ability to discuss the complex analytical and conceptual problems raised in the special subject, and to present their work in written and oral form.

8.5 Demonstrate an enhanced critical understanding of the diversity of human cultures, and the effects of Empire on different geographic, political, social and cultural contexts.

8.6 Effectively find, use, critique and critically evaluate relevant primary sources on the Napoleonic Empire.

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

9.1 Demonstrate a range of intellectual, research and transferable skills. They will come to understand the problems that are inherent in the historical record and the limits within which interpretation is possible

9.2 Demonstrate critical thought and independence of mind, the capacity to marshal subtle and sophisticated arguments, and the ability to challenge received conclusions

9.3 Communicate complex ideas and information effectively.

9.4 Effectively manage their own learning and work effectively without close supervision or guidance.

1. **A synopsis of the curriculum**

This special subject will introduce students to the pros and cons of the historiographical debate surrounding Napoleonic and Revolutionary French history. It will give final year students an alternative means of engaging with the familiar historical category of ‘Empire.’ The focus on French expansion abroad, in the early nineteenth century, challenges one to move away from understanding the Napoleonic Empire in national terms; this course in essence, by its very nature, is European in both scope and content. To do this it will explore processes of acculturation and international competition on a thematic basis. It will examine, in broad multi-national manner, the complex interaction between centre and periphery or what Italians, more prosaically, describe as conflict between ‘stato reale’ and ‘stato civile.’

This special subject will investigate the Napoleonic Empire in its many facets. Students will be urged actively to pursue their individual interests in either war and society, Empire, political culture and/or gender.

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

Michael Broers, *Europe under Napoleon 1799-1815* (Hodder, London, 1996)

Michael Broers, *Napoleon: The Spirit of the Age* (Faber & Faber, London, 2018)

Connelly, Owen, *Napoleon's satellite kingdoms managing conquered peoples* (Krieger Publishing Company, Malabar, 1990)

Geoffrey Ellis, *The Napoleonic Empire* (Palgrave, London, 1991)

Clive Emsley, *Napoleon conquest, reform and reorganisation* (Routledge, London, 2014)

Alan Forrest and Philip Dwyer, *Napoleon and His Empire, Europe*, 1804-1813 (Bloomsbury, London, 2006)

Alexander Garb, *Napoleon and the Transformation of Europe* (Palgrave, Basingstoke, 2003)

Stuart Woolf, *Napoleon's integration of Europe* (Routledge, London, 1991)

1. **Learning and teaching methods**

Total Contact hours: 80

Total Private study: 520

Total Study hours: 600

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

Essay 1 3000 words 8%

Essay 2 3000 words 8%

Essay 3 3000 words 8%

In-class Test 1000 words 8%

Presentation 15-minutes 8%

Exam 1 2 hours 30%

Exam 2 2 hours 30%

13.2 Reassessment methods

100% Coursework (5500 words)

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 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| In-class Test | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examinations | **X** | **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.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25/02/19 | Major | January 2020 | 8,9,11,12,13,14,17 | No |
|  |  |  |  |  |