1. **Title of the module**

HIST6034 (HI6034) - Anglo-French Relations 1904-1945

HIST6035 (HI6035) - Anglo-French Relations 1904-1945

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 (HIST6034)

Level 6 (HIST6035)

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, BA Military History

1. **The intended subject specific learning outcomes.
On successfully completing the Level 5 module students will be able to:**

8.1 Gained a sophisticated understanding of the relationship between Britain and France between 1904 and 1945. They will be able to identify, analyse and discuss the nature of this relationship and how it had a bearing on other European countries.

8.2 Gained a detailed knowledge of the operation of European diplomacy in the first half of the twentieth century.

8.3 Gained a working knowledge of some key concepts in diplomatic theory, for example, balance of power diplomacy, crisis diplomacy.

8.4 Challenged received wisdoms about the apparent advantages of being on the winning side at the end of a war.

**On successfully completing the Level 6 module students will be able to:**

8.5 Obtained the skills to think critically and analytically; be able to write prose that shows insight into the issues discussed using a combination of primary and secondary sources; be able to use the scholarly apparatus of referencing and construction of a bibliography accurately.

1. **The intended generic learning outcomes.
On successfully completing the Level 5 module students will be able to:**

9.1 Enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.2 Enhanced communication, presentational skills and information technology skills.

**On successfully completing the Level 6 module students will be able to:**

9.3 Demonstrated the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form.

9.4 Acquired the ability to approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches.

9.5 Gained the ability to present the outcomes of the research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts.

1. **A synopsis of the curriculum**

The diplomatic relationship between Britain and France in the first half of the twentieth century can be seen as a marriage of convenience. Not natural historical allies, the British and French governments were forced increasingly to work together to combat the tensions in Europe that led to the outbreak of the First and Second World Wars.

This module explores the love-hate relationship between the two countries in tracing the origins of the Entente Cordiale, and by addressing some of the major historiographical debates in twentieth century international history. Lectures will provide students with an overview of these debates and the topics listed below, and seminars will encourage students to consider their understanding of these areas and critically engage with them through discussion.

Themes explored will typically include, imperialism, political reform and its impact on foreign policy formation, democratisation, the rise of nationalism, peacemaking at the end of the two world wars; the Ruhr Crisis, the Treaty of Locarno, the League of Nations; the Kellogg Briand Pact; the Briand Plan; the Geneva disarmament conferences of the late 1920s/early 1930s; Eastern Europe and Russia; different strategies to deal with the rise of Hitler; the fall of France, the rise of Vichy; the secret war; the outbreak of the Cold War.

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

Aldrich, R.: Greater France: a history of French overseas expansion, (Basingstoke: Macmillan, 1996).

Andrew, C.: Theophile Delcassé and the making of the Entente Cordiale, (Basingstoke: Macmillan, 1968).

Audoin Rouzeau, S.: Men at war 1914 1918: national sentiment and trench journalism in France during the First World War, (New York: Berg, 1992).

Ball, S.: Baldwin and the Conservative Party: the crisis of 1924 1931, (New York: Yale University Press, 1988).

Chamberlain, M.E.: Pax Britannica?: British foreign policy 1789 1914, (London: Longman, 1988.

Doerr, P.W.: British foreign policy, 1919 1939, (Manchester: Manchester University Press), 1998).

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

**Level 5**

Essay 1 3000 words 16%

Essay 2 3000 words 16%

Presentation 15 minutes 4%

Seminar Performance 4%

Exam 2 hours 60%

**Level 6**

Essay 1 3000 words 16%

Essay 2 3000 words 16%

Presentation 15 minutes 4%

Seminar Performance 4%

Exam 2 hours 60%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Performance | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018