1. **Title of the module**

 Soldier Heroes, Military Maids and Cowardly Conchies: gendering the study of war, 1914-1945

1. **School or partner institution which will be responsible for management of the module**

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**

30 credits

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

Autumn or Spring

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

N/A

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

 BA in History

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate a systematic understanding of the gendered and gendering nature of the two world wars
3. Demonstrate a systematic understanding of the variety of military, civilian and paramilitary roles undertaken by men and women during the two world wars
4. Demonstrate a systematic understanding of representations of military, civilian and paramilitary roles both at the time and subsequently
5. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Judge between relevant historical arguments (including current historiographic positions) about gender and war, engage in sophisticated historical debate and weigh evidence to change their own position or to persuade others
	2. Deploy textual and visual sources confidently and accurately as evidence for historical argument, and to understand how this evidence might challenge or extend existing historical narratives
	3. Formulate their own opinions on a variety of historiographical approaches and develop their oral and written communication skills by producing blog posts, source analyses and an essay
6. **A synopsis of the curriculum**

War is both a gendered and a gendering activity, polarising combatant men and non-combatant women. These idealised roles have shaped public understandings of the volunteer soldier and the woman ensuring her ‘Best boy’ was wearing khaki in the First World War and of the Spitfire Ace and the home front worker in the Second. Yet in both wars there were large numbers of men of conscription age who remained in civilian occupations who have been entirely erased from popular memory. Moreover many women joined the services and donned martial uniform and some even undertook combatant roles. This module examines the roles, experiences, representations and legacies military, paramilitary and civilian men and women between 1914 and 1945 using Britain as a case study. However, throughout the course examples from other countries will be drawn upon and students can choose to focus on any country in their assessment.

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

Ana Carden-Coyne (ed.) *Gender and Conflict Since 1914* (Basingstoke: Palgrave, 2012)

Gerry DeGroot and Corinna Peniston-Bird, *A Soldier and a Woman: Sexual Integration in the Military* (Harlow: Pearson, 2000)

Jessica Meyer, *Men of War: Masculinity and the First World War in* Britain (Basingstoke: Palgrave McMillan, 2009)

Linsey Robb, *Men at Work: The Working Man in British Culture, 1939 – 1945* (Basingstoke, Palgrave Macmillan, 2015)

Linsey Robb and Juliette Pattinson, *Men, Masculinities and Male Culture in the Second World War* (Palgrave, 2018)

Juliette Pattinson, Arthur McIvor & Linsey Robb, *Men in Reserve: British Civilian Masculinities in the Second World War* (Manchester University Press, 2017)

1. **Learning and teaching methods**

Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

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

|  |
| --- |
| Blog 1 250 words - 5%Blog 2 250 words – 5%Group virtual exhibition - 45%Essay 2500 words - 45% |

 13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

*Add/delete lines and columns as appropriate:*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 |
| **Learning/teaching method** |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Lectures** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Seminars**  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |
| **Blogs** | **x** | **x** | **x** |  | **x** | **x** |
| **Group Virtual Exhibition** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Essay**  | **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

*Refer to Annex B Appendix A for guidance on this section*

1. **Campus(es) or centre(s) where module will be delivered**

 Canterbury

1. **Internationalisation**

While Britain is the main case study under consideration, examples from other countries including but not exclusively Germany, France, Greece, Belgium, Holland, Poland, Yugoslavia, America and the Soviet Union will be drawn upon.

Students may choose to write about any country in their assessments applying the key themes discussed in the module.

Students with language skills will be able to draw on texts in non-English languages to assist their seminar preparation and assessments.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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