1. **Title of the module**

HIST5092 (HI5092) - Armies at War 1914-1918

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 Military History and BA History (Single and Joint Honours)

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

8.1 To introduce students to the historiography and history of the combatant armies (principally British, French, Russian, German, Italian, Austro-Hungarian, Ottoman and U.S.A.) in the Great War.

8.2 To encourage students to develop their critical and analytical skills, through a comparison of a wide range of armed forces, political systems and operational theatres.

8.3 To introduce students to the history and historiography of various armies in a comparative framework.

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**

This module will offer a comparative study of the armies of the Great Powers during the First World War. The module will adopt the ‘war and society’ approach to this topic and so will focus on the social composition and combat effectiveness of the armies concerned, along with civil-military relations and the higher strategic direction of the war. This module will therefore seek to answer some of the key questions of the Great War: how did the Great Powers manage to raise and sustain such large armies, why did soldiers continue to fight, given the appalling casualty rates; how politicised were the armies of the Great War, why were politicians allowed to embark on foolhardy military adventures, how crucial were the Americans in securing Entente victory and how effectively were economies adapted to meet the demands of the armies? Comparative topics for discussion in seminars will include; planning for war, recruitment and conscription, the officer corps, generals and politicians, discipline and morale; and attitudes to technological advances.

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

Stephane Audoin-Rouzeau, Men at War 1914-1918: National Sentiment and Trench Journalism in France during the First World War (1995)

Ian. F. W. Beckett and Keith Simpson (eds.), A Nation in Arms: A social study of the British Army in the First World War (1985)

Hugh Cecil and P. H. Liddle (eds.), Facing Armageddon: The First World War experienced (1996)

Anthony Clayton, Paths of Glory: The French Army 1914-1918 (2003)

E. M. Coffman, The war to end all wars: The American Military experience in World War I (1986)

Istvan Deak, Beyond Nationalism: A social and political history of the Habsburg oficer corps 1848-1918 (1990)

J. G. Fuller, Troop Morale and Popular Culture in the British and Dominion Armies 1914-1918 (1990)

Elizabeth Greenhalgh, Victory through coalition: Britain and France during the First World War (2008)

Keith Grieves, The politics of manpower, 1914-18 (1988)

John Horne (ed.), State, society and mobilization in Europe during the First World War (1997)

R. L. Nelson, German soldier newspapers of the First World War (2011)

G. E. Rothenberg, The Army of Francis Joseph (1998)

Martin Samuels, Command or Control? Command, Training and Tactics in the British and German Armies, 1888-1918 (2003)

Peter Simkins, Kitchener’s Army: The Raising of the New Armies, 1914-16 (1988).

Alexander Watson, Enduring the Great War: Combat, morale and collapse in the German and British armies, 1914-1918 (2008)

John Whittam, The politics of the Italian Army (1977)

A. K. Wildman, The end of the Russian Imperial Army: The Old Army and the Soldiers’ Revolt (1980)

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 12%

Essay 2 2500 words 12%

Exam Prep Essay 800 words 8%

Class Presentation/Participation Mark 8%

Examination 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* | *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** |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam Prep Essay | **X** | **X** | **X** | **X** | **X** | **X** |
| Class Presentation/Participation Mark | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **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