1. **Title of the module**

HIST4430 (HI443) - Introduction to Military History (Part 1)

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 4

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

15 (7.5 ECTS)

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

Autumn

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

None

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

BA (Hons) Military History)

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

8.1 Students will be able to gain the knowledge and conceptual tools to understand and interpret key aspects of military history. Students will obtain a knowledge of the historiographical debates surrounding these issues covered in the module.

8.2 Students will be able to develop the ability to discuss issues that are raised in the module, and to present their work in written and oral form. Through exposure to the distinctive nature of nineteenth century culture, students will gain an enhanced understanding of the diversity of human societies.

8.3 Students will be able to learn to use and evaluate relevant primary sources relating to political, military, economic, social and cultural history. Through a diversity of sources, students will be exposed to a variety of outlooks and learn about the importance of using diversity of sources in their research into the past.

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

9.1 Students will be able to develop a range of intellectual and transferable skills, and acquire certain kinds of understanding. They will come to understand the problems that are inherent in the historical record and the limits within which interpretation is possible.

9.2 Students will be able to develop critical thought and independence of mind, the capacity to deploy arguments, and the ability to challenge received opinions and conclusions.

9.3 Students will be able toimprove their essay and oral presentation skills. They will also learn how to make good use of the relevant library resources and, where necessary, IT skills.

9.4 Students will be able to gain transferable skills in the following four areas: communication, group working, problem solving, improved learning and plans for improved learned.

1. **A synopsis of the curriculum**

This module opens with a study of the historiography of military history in order to determine the factors which have shaped the modern nature of military history as an academic discipline. From this point, the module goes on to look at the macro/strategic factors that have shaped the military experience and the waging of war including the impact of technology and the economic demands of war. The final part of the module is a series of case studies looking at the relationship between armed forces, politicians and their parent societies in order to determine the extent to which armed forces are reflections of their parent nations. The module is a vital pathway to Introduction to Military 2. Although the two are designed to be taken together, it is possible to study one alone

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

Jeremy Black (2004) Rethinking Military History, Abingdon, Routledge.

Azar Gat (2001) A History of Military Thought, Oxford, Oxford University Press.

Michael Howard (2009) Warfare in European History, Oxford, Oxford University Press.

Peter Paret (ed) (1986) The Makers of Modern Strategy, Oxford, Oxford University Press.

Hew Strachan (1983) European Armies and the conduct of war, Abingdon, Routledge.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Essay 1 1500 words 40%

Essay 2 1500 words 40%

Presentation 15 Minutes 20%

13.2 Reassessment methods

100% coursework

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

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| **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 and seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| 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** |
|  |  |  |  |  |  |  |  |  |  |  |

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