1. **KentVision Code and title of the module**

HIST6002 The British Army and Empire c1750-1920

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

Arts and Humanities, 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** **and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

BA History and BA Military History

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

8.1 Demonstrate the skills needed to understand, evaluate, contextualise and communicate effectively their knowledge of history.

8.2 Demonstrate understanding of the imperial campaigning of the British army in this period. In particular, the army’s role in civil administration and policing as well as its purely military responsibilities and the impact the imperial experience had on the everyday lives of soldiers and the development of British army as a whole.

8.3 Demonstrate knowledge of the disciplines of political, social and economic history and their various methodological approaches.

8.4 Access a range of sources of information and present the results.

8.5 Acquire skills of conceptualisation, reflexivity, critical thought and epistemological awareness.

8.6 Acquire knowledge and understanding of the past and particular aspects of the historiography and methodology, assisting them in other courses.

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

9.1 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 Further develop analytical and reflective skills and the ability to express complex ideas and arguments, skills which can be transferred to other areas of study and employment.

9.3 Further develop communication, presentation and information technology skills.

1. **A synopsis of the curriculum**

Between 1815 and 1914 Britain engaged in only one European war. The Empire was, therefore, the most consistent and most continuous influence in shaping the army as an institution, in providing it with sustained exposure to warfare and in enabling it to develop and refine its professionalism as an institution. This module will examine various aspects of the British army’s imperial experience in the period 1750-1920. The central focus will be on the campaigning in Africa and India, exploring how a relatively small number of British soldiers managed to gain and retain control of such vast territories and populations. Although the time period will run from the eighteenth to the twentieth century, the focus of the module will be on the Victorian and Edwardian periods, reflecting the current historiography on the topic. The extended date parameters will, however, allow for thematic studies of central issues such as army reform and civil-military relations to be placed in their wider chronological context.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact hours**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Essay 1 (2500 words) 25%

Essay 2 (4000 words) 40%

Thematic Timed Essay (1000 words) 20%

Presentation (15-minutes) 15%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Thematic Timed Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division 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.

**DIVISIONAL 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) |
| 17/02/2023 | Minor | 2023/24 | 13-14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018