1. **Title of the module**

HIST6064 (HI6064) - Armies at War, 1792-1815

HIST6065 (HI6065) - Armies at War, 1792-1815

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 (HIST6064)

Level 6 (HIST6065)

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 (Hons) Military History

BA (Hons) History & associated Joint Honours Programmes

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

8.1 Analyse the concept of the ‘Nation in Arms’ as it developed in the immediate aftermath of the French Revolution.

8.2 Analyse the nature of conscription as it was applied throughout most of continental Europe, 1792-1815.

8.3 Demonstrate a knowledge and critical understanding of the nature of warfare, 1792-1815 and its place within the concept of ‘total war’.

8.4 Analyse the ‘Napoleonic way in warfare’ and its implications with regard to logistics, strategy, tactics and the nature of armies.

8.5 Analyse the extent to which the enemies of Napoleon were ultimately victorious against him by restructuring their armies on the French model.

8.6 Demonstrate a knowledge and critical understanding of the basis of guerrilla warfare, as it developed in the Iberian Peninsula, 1808-13.

8.7 Critically engage in key historiographical debates, applying the concepts and principles of historical study to the relevant context.

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

8.8 Critically evaluate the concept of the ‘Nation in Arms’ as it developed in the immediate aftermath of the French Revolution.

8.9 Critically evaluate the nature of conscription as it was applied throughout most of continental Europe, 1792-1815.

8.10 Demonstrate a coherent and detailed knowledge, and systematic understanding, of the nature of warfare, 1792-1815 and its place within the concept of ‘total war’.

8.11 Critically evaluate the ‘Napoleonic way in warfare’ and its implications with regard to logistics, strategy, tactics and the nature of armies.

8.12 Critically evaluate the extent to which the enemies of Napoleon were ultimately victorious against him by restructuring their armies on the French model.

8.13 Demonstrate a coherent and detailed knowledge, and systematic understanding, of the basis of guerrilla warfare, as it developed in the Iberian Peninsula, 1808-13.

8.14 Critically evaluate key historiographical debates, accurately deploying techniques of historical analysis and enquiry.

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

9.1 Effectively communicate information and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.2 Critically engage in key debates, applying the concepts and principles of study to the relevant context.

9.3 Make effective use of relevant sources.

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

9.4 Effectively communicate complex ideas, information, and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.5 Critically evaluate key debates, accurately deploying techniques of analysis and enquiry.

9.6 Make effective use of relevant sources, especially primary sources.

1. **A synopsis of the curriculum**

This module examines the European experience of war during the French Revolutionary and Napoleonic Wars. The lectures will consider the major national armies (French, Prussian, Austrian, Russian, British and Spanish) and how they were expanded and reformed in the wake of the French Revolution. Seminars will consider key themes, such as the nature of the officer corps, recruitment and conscription, the nature of ‘People’s War’, interactions between soldiers and civilians, developments in tactics, logistics and discipline and morale. The approach taken, will largely be that of ‘war and society’, focusing on the social history of the armies but there will also be some consideration of operational history and cultural history approaches to this topic. While this approach moves significantly away from ‘old military history’ with its focus on generals and battles, there will be some consideration of Napoleon’s methods of warfare and how these were successfully countered by his enemies.

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

BERTAUD, J. (1989) The Army of the French Revolution: From Citizen-Soldiers to Instrument of Power. Princeton: Princeton University Press.

BLANNING, T. C. W. (1996) The French Revolutionary Wars, 1787-1802. London: Hodder.

BLAUFARD, R. (2002) The French Army, 1750-1820. Manchester: Manchester University Press.

COOKSON, J. E. (1997) The British Armed Nation, 1793-1815. Oxford: Oxford University Press.

ESDAILE, C. J. (1988) The Spanish army in the Peninsular War. Manchester: Manchester University Press.

FORREST, A. (2001) Conscripts and Deserters. Oxford: Oxford University Press.

FORREST, A. (1989) The Soldiers of the French Revolution. Durham: Duke University Press.

KEEP, J. (1985) Soldiers of the Tsar: Army and Society in Russia, 1462-1874. Oxford: Oxford University Press.

LINCH, K. (2011) Britain and Wellington’s army. London: Palgrave Schol.

PARET, P. (1966) Yorck and the era of Prussian military reform, 1807-1815. Princeton: Princeton University Press.

SCHNEID, F. C. (2015) European Armies of the French Revolution 1789-1802. Norman: University of Oklahoma Press.

STOKER, D. and SCHNEID, F. C. (eds.) (2014), Conscription in the Napoleonic Era. London: Routledge.

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 2500 words 18%

Essay 2 2500 words 18%

Exam Preparation Essay 1000 words 12%

Presentation 10 minutes 12%

Exam 2 hours 40%

**Level 6**

Essay 1 2500 words 18%

Essay 2 2500 words 18%

Exam Preparation Essay 1000 words 12%

Presentation 10 minutes 12%

Exam 2 hours 40%

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 & 8.8* | *8.2 & 8.9* | *8.3 & 8.10* | *8.4 & 8.11* | *8.5 & 8.12* | *8.6 & 8.13* | *8.7 & 8.14* | *9.1 & 9.4* | *9.2 & 9.5* | *9.3 & 9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam Preparation Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Oral presentation | **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