1. **Title of the module**

HIST6083 (HI6083) - Rifles, Railways and Factories: a military history of the German Wars of Unification and the American Civil War

HIST6084 (HI6084) - Rifles, Railways and Factories: a military history of the German Wars of Unification and the American Civil War

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 (HIST6083), Level 6 (HIST6084)

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 History (Joint and Single Honours), BA Military History

1. **The intended subject specific learning outcomes.  
   On successfully completing the level 5 and 6 module students will be able to:**

8.1 Deploy advanced concepts of military history within a specific historical time period.

8.2 Interpret the role of political, economic, technological and cultural change in the history of war in this period.

8.3 Interpret the specifics of warfare on land and sea in the mid/late nineteenth century with greater skill.

8.4 Examine with increased sophistication the tactical and strategic considerations in warfare at this period in time.

8.5 Place these specific conflicts into their correct historical perspective and context.

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

8.6 Demonstrate advanced ability to deploy sophisticated historiographical explorations into written and verbal assessments.

1. **The intended generic learning outcomes.  
   On successfully completing the level 5 and 6 module students will be able to:**

9.1 Deconstruct problems in a logical and sequential manner.

9.2 Construct sophisticated written and oral responses.

9.3 Interpret statistical and numerical information accurately and be able to contextualise it against qualitative information.

9.4 Demonstrate the ability to work independently.

9.5 Demonstrate the ability to work with a variety of sources and to integrate them into their responses.

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

9.6 Demonstrate advanced ability to provide persuasive written and verbal presentations including the deployment of a range of primary source materials and high level historiographical content.

9.7 Advanced ability to research and integrate primary sources into written and verbal assessments.

1. **A synopsis of the curriculum**

This module will be based around study of the German Wars of Unification (1864-1870) and the American Civil War. Both sets of conflicts will be examined through a series of themes: political management of war in the second half of the nineteenth century; the nature of generalship and command; the issues of logistics, communications and military medicine; the experiences of front-line troops; and the management and attitudes of home fronts.

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

Stig Forster and Jorge Nagler (eds.), On the road to total war: the American Civil War and German wars of unification, 1861-1871 (New York: CUP and German Historical Institute, 1997)

Susan-Mary Grant and Brian Holden-Reid (eds), Themes of the American Civil War (London: Routledge, 2009)

Susan-Mary Grant, War for a nation: the American Civil War (London: Routledge, 2006)

Michael Howard, The Franco-Prussian War: the German invasion of France, 1870 (London: Hart Davis, 1961)

John Keegan, The American Civil War (London: Hutchinson, 2009)

James M. McPherson, The Battle Cry of Freedom (Harmondsworth: Penguin, 1989)

Ethan S. Rafuse (ed.), American Civil War (Aldershot: Ashgate, 2005)

Dennis Showalter, The Wars of German Unification (London: Hodder, 2004)

Dennis Showalter, Railroads and rifles: soldiers, technology and the unification of Germany (Hamden, CT: 1976)

Geoffrey Wawro, The Austro-Prussian War: Austria’s war with Prussia and Italy, 1866 (Cambridge: CUP, 1996)

Geoffrey Wawro, The Franco-Prussian War (Cambridge: CUP, 2003)

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 267

Total study hours: 300

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

Seminar Paper 10 minutes 10%

Essay 1 3000 words 25%

Essay 2 3000 words 25%

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* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| *Lecture* |  | **X** | **X** | **X** | **X** |  |  | **X** |  | **X** |  |  |  |
| *Seminar* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Seminar paper* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Essay 1* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Essay 2* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Examination* | **X** | **X** | **X** | **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**

This module focuses on developments in warfare in continental Europe, particularly Germany and France, as well as the USA. Students will have to consider political and social cultures very different from that of nineteenth century Britain, and modes of warfare thought to be very different from that usually engaged in by British forces in that century.

**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) |
|  |  |  |  |  |
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Revised FSO Jan 2018