1. **Title of the module**

HIST8270 (HI827) - Home Front Britain, 1914-18

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 7

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**

MA in First World War Studies

MA in Modern History

MA in War, Media and Society

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

8.1 Have a wide knowledge of key aspects of British history between 1914 and 1918;

8.2 Have understood the impact of war upon states, societies, institutions and individuals;

8.3 Have further developed their skills in the critical analysis of historical sources;

8.4 Have the opportunity to undertake research in a variety of archival repositories; and

8.5 Have developed an understanding of the application and use of local histories in the public arena through engaging with work on public history.

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

9.1 Marshal information effectively;

9.2 Challenge received conclusions and to cultivate a broader epistemological awareness;

9.3 Enhance their proficiency with regard to improving their own learning and performance;

1. **A synopsis of the curriculum**

The module will examine aspects of the British Home Front during the Great War, focussing on the higher direction of the war and political developments; the creation of a ‘nation in arms’ and responses to war; war and the growth of the state, industrial and agricultural mobilisation and their implications; the experience of labour and of women; changes in social values and leisure; the development of state welfare; the management of morale; the treatment of aliens and ‘the enemy within’; commemoration and popular memory. Overall, it will provide a comprehensive study of the nation at war.

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

Ian F W Beckett, Home Front, 1914-18 (National Archives, 2006)

Ian F W Beckett, The Great War (2nd edn, Pearson, 2007)

Ian F W Beckett, The First World War: The Essential Guide to Sources in the UK National Archives (Public Record Office, 2002)

Stephen Constantine, Maurice Kirby and Mary Rose (eds), The First World War in British History (Edward Arnold, 1995)

Matthew Cragoe and Chris Williams (eds), Wales and War (University of Wales Press, 2007)

Susan Grayzel, Women and the First World War (Pearson, 2002)

Adrian Gregory, The Last Great War: British Society and the First World War (Cambridge University Press, 2008)

Gerard de Groot, Blighty: British Society in the Era of the Great War (Longman, 1996)

Keith Jeffery, Ireland and the Great War (Cambridge University Press, 2000)

Catriona Macdonald and Elaine McFarland (eds), Scotland and the Great War (Tuckwell Press, 1999)

Catriona Pennell, A Kingdom United: Popular Responses to the Outbreak of the First World War in Britain and Ireland (Oxford University Press, 2012)

George Robb, British Culture and the First World War (Macmillan, 2002)

Alan Simmonds, Britain and World War One (Routledge, 2012)

John Turner, British Politics and the Great War (Yale University Press, 1992)

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 276

Total study hours: 300

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

Essay 6000 words 80%

Two Oral Presentations 15 minutes 10% each

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* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Oral Presentations | **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) |
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Revised FSO Jan 2018