1. **Title of the module**

HIST8320 (HI832) - Their Name Liveth For Evermore: the Imperial War Graves Commission and the imperial war dead, 1917-1939

(SDS truncated title: HI832 The Imperial War Graves Commission, 1917-1939)

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 First World War Studies; Masters programmes in History

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

8.1 Demonstrate a complex conceptual understanding surrounding the complex issues of death, burial and commemoration in the British Empire during and in the wake of the First World War.

8.2 Demonstrate a comprehensive understanding of historiographical techniques and other methodologies.

8.3 Deploy a systematic understanding of knowledge underpinned by knowledge of research at the forefront of the discipline of History in the form of debates about war, death and memorialisation.

8.4 Demonstrate the ability to read a landscape as a source demonstrating originality in the application of knowledge.

8.5 Demonstrate comprehensively originality in the application of knowledge to different kinds of outputs based upon a comprehensive understanding of techniques and understanding of core material.

8.6 Demonstrate, through study of materials, conceptual understanding of methodologies and methods of critique leading to new ideas and hypotheses

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

9.1 Show mental flexibility by making judgements systematically and creatively.

9.2 Sustain concentration and aim and think originally demonstrating self-direction and planning skills.

9.3 Construct coherent written and oral arguments.

9.4 Research different source types.

9.5 Produce a variety of robust outputs.

1. **A synopsis of the curriculum**

This module will provide students with a detailed study of the evolution and work of the IWGC during the first period of its existence. The module curriculum will consider the following issues:

The way in which the mass casualties of the war caused people, as individuals, as families, and as groups across the Empire, as well as the imperial authorities, to consider the issue of suitable commemoration of those who had given their lives in the service of the Empire.

The competing demands and visions of the various ‘stakeholders’ throughout the period 1914-1939 including the post-war resistance to the IWGC and the continuation of alternative solutions provided by independent pressure groups.

The establishment and evolution of the authorities responsible for burial and graves registration in France and Belgium and the gradual expansion of powers and influence.

The creation of the IWGC, its immediate tasks, the debates over its authority, reach and role, and its eventual triumph as the crucial agency.

The issue of suitable commemoration of the missing.

The role and visions of the architects both at the consulting level and on the ground.

The process of constructing, making permanent and maintaining the cemeteries and memorials across the globe.

The experiences of visitors to the sites and the role of the IWGC as a mediator of that experience and the Commission’s interactions with other bodies.

The IWGC as a simultaneous medium for the harnessing of a central imperial message and distinctive statements about the component parts of the Empire.

As a conclusion to consider the importance of the IWGC in influence conceptions of the conflict into the present.

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

Barrett, M. (2007) 'Subalterns at War: First World War Colonial Forces and the Politics of the Imperial War Graves Commission', Interventions, Vol. 9, No. 3, pp. 451-474.

Hucker, J. (2009) '"Battle and burial": Recapturing the cultural meaning of Canada's national memorial on Vimy Ridge', Public Historian, Vol. 31, No. 1, pp. 89-109.

Malvern, S. (2004) Modern Art, Britain and the Great War. Witnessing, testimony and remembrance. New Haven and London: Yale University Press/Paul Mellon Centre for Studies in British Art.

Malvern, S. (2001) ‘War Tourisms: “Englishness”, Art, and the First World War’, Oxford Art Journal, Vol. 24, No. 1, pp. 45-66.

Winter, J. (2006) Remembering War. The Great War between memory and history in the twentieth century. New Haven and London: Yale University Press. Chapter 1, pp. 17-51.

Ziino, B. (2007) A Distant Grief. Australians, War Graves and the Great War. Cambridge: Cambridge University Press

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 240

Total study hours: 300

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

Essay 5000 words 70%

Individual Presentation 1000 words 10%

Joint Presentation 20%

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Seminar* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Archive visit* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Field Trip* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Presentation and seminar contribution* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Essay* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Joint presentation* | **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**

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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 08/02/2019 | Minor | September 2019 | 5 | No |
|  |  |  |  |  |

Revised FSO Jan 2018