1. **Title of the module**

HIST8600 (HI860) The British Army and the Great 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 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 Modern History, MA War, Media and Society, MA First World War Studies

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

8.1 Systematically understand the changes and developments in the British Army during the great war.

8.2 Systematically understand the effectiveness of British generalship in the Great War.

8.3 Systematically understand the impact of the Great War on the British Army.

8.4 Systematically understand the implications of British manpower policies and use of propaganda during the Great War.

8.5 Systematically understand the complexities of morale and discipline in the British Army during the Great War.

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

9.1 Marshal information effectively and make sound judgements in the absence of complete data.

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

9.3 Effectively manage their own learning and demonstrate self-direction in tackling tasks and problems.

9.4 Think critically, to access a range of sources and marshal effective arguments, and to organise and communicate complex information, and interpretations of information, lucidly.

9.5 Frame their knowledge in terms of epistemological awareness and the recognition of and distinction between the different sources of historical knowledge

1. **A synopsis of the curriculum**

This module will examine a number of aspects concerning the British army during the Great War. The (in)effectiveness of British generalship will be examined, allowing students to explore the rich historiography of this topic which dates back to the so-called, ‘battle of the memoirs’ in the 1920s. Consideration will then be given to the structure and expansion of the ‘four armies’ (regular, territorial, Kitchener and conscript) examining how effectively the British army coped with this massive expansion and trained the newly formed units. Allied to this, there will be a consideration of manpower policy during the Great War, in particular there will be some discussion given to the propaganda elements involved in the voluntary recruiting campaigns of 1914-16 and the British experience of conscription in 1916-18. Attention will also be given to the discipline and morale of the British army, which was the only European army of the Great War not to suffer from major problems in this area. Students will be invited to explore the full aspects of discipline and morale and will consider why the wartime executions of 312 soldiers have come to dominate the historiography. In terms of the British army in action, this module will contain case-studies of the well known Gallipoli campaign and the Battles of the Somme along with the lesser known so-called 100 days battles at the end of the war to consider the important issue of whether the British army did indeed participate in what some historians have termed a ‘learning curve’ during the Great War. Other topics, such as the the experience of women in the British army, the British army on the home front, logistics and officer selection will also be discussed in detail.

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

Ian Beckett and Keith Simpson (eds.), *A Nation in Arms: A Social History of the British Army in the First World War* (Manchester University Press, 1985).

Timothy Bowman, *Irish Regiments in the Great War: Discipline and Morale* (Manchester University Press, 2003).

J. G. Fuller, *Troop Morale and Popular Culture in the British and Dominion Armies, 1914-18* (Clarendon Press, Oxford, 1990).

Keith Grieves, *The politics of manpower, 1914-18* (Manchester University Press, 1988).

Janet Lee, *War Girls: The First Aid Nursing Yeomanry in the First World War* (Manchester University Press, 2005).

Gerard Oram, *Military Executions during World War I* (Palgrave, 2003).

Robin Prior and Trevor Wilson, *Command on the Western Front: The Military Career of Sir Henry Rawlinson 1914-1918*, (Blackwell, Oxford, 1992).

Gary Sheffield, *Leadership in the Trenches* (Macmillan and KCL, 2000).

Gary Sheffield and John Bourne (eds.), *Douglas Haig: War Diaries and letters, 1914-18* (Weidenfield and Nicholson, London, 2005).

Peter Simkins, *Kitchener’s Army: The Raising of the New Armies, 1914-16* (Manchester University Press, 1988).

1. **Learning and teaching methods**

Total contact hours: 22

Total private study hours: 278

Total module study hours: 300

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

Essay 6000 words 85%

 Presentation 15 minutes 15%

13.2 Reassessment methods

 100% Coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 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** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 24/01/19 | Major | September 2019 | 7-9, 12-14, 17 | No |
|  |  |  |  |  |