1. **Title of the module**

HIST9150 (HI915) - Landscapes of the Great War: Interpretations and Representations

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 (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA in First World War Studies

All MA programmes owned by the School of History

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

8.1 Demonstrate an enhanced and sophisticated understanding of the military, cultural, political and social history of the First World War.

8.2 Demonstrate an understanding of advanced concepts in historiography and cultural theory.

8.3 Demonstrate an enhanced capability to understand theoretical issues regarding Historical study and cultural study.

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

9.1 Demonstrate their mental flexibility.

9.2 Sustain concentration and aim.

9.3 Sonstruct 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 explore the way in which different academic disciplines have dealt with the three main overarching experiences of the Great War – mobilisation, attrition and endurance and remobilisation. Each week students will be exposed to the differing interpretations and will explore the major differences between them. The agreed historical facts are therefore the starting point; the harnessing and meanings is the terminus. The module convenor will be present in all sessions chairing them and facilitating the dialogue with the contributing academics. Where possible it is expected that each seminar will have multiple academic contributors. Each section will consist of a tripartite format – week one sets up the following week in special collections with the final week being reflections on what was examined in special collections and interpreted according to the approaches of different academic disciplines.

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

G. Braybon. (2003) Evidence, History and the Great War: historians and the impact of 1914-1918. Oxford and New York: Berg

A. Prost & J. Winter. (2005) The Great War in History: debates and controversies, 1914 to the present. Cambridge: Cambridge University Press

A. Roshwald & R. Stites (eds.). (1999) European Culture in the Great War. Cambridge: Cambridge University Press

V.B. Sherry (ed.). Cambridge Companion to the Literature of the First World War. Cambridge: Cambridge University Press

T. Tate. (1998) Modernism, History and the First World War. Manchester: Manchester University Press

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 276

Total study hours: 300

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

Presentation 25%

Report 2000 Words 25%

Essay 4000 Words 50%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Report | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay | **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.

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**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