

TITLE	Total War and European Society, 1792-1945
SI MODULE CODE	77-5737-00S
CREDITS	20
LEVEL	5
JACS CODE	V100
SUBJECT GROUP	History
DEPARTMENT	Humanities
MODULE LEADER	Marie-Cecile Thorat

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36	0	164	200

MODULE AIM(S)

The module aims to provide a specialized knowledge and understanding of the evolution of the nature of war (the rise of ‘total war’) and of the growing impact of war on society, on civilians, in Europe from the Revolutionary and Napoleonic wars to the Second World War. It will focus on the nature and impact of the main conflicts erupting in that period: the Revolutionary and Napoleonic wars, the Franco-Prussian war, the First World War, the Spanish civil war, and the Second World War. It will also address the issue of the impact of war on politics and the imposition of total war by European powers in a colonial context.

MODULE LEARNING OUTCOMES

By engaging successfully with this module, you will be able to:

- reflect on the factors of evolution of the interaction between war and society in European history over two centuries (19th-20th centuries);
- apply and assess a range of conceptual and theoretical approaches to understanding the complex and changing interaction between war and European societies over this broad period of time;
- analyse and contextualize primary sources related to war in European history in the period under study;
- critically assess current historical debate and controversy through engagement with recent secondary literature.

INDICATIVE CONTENT

- Concept of ‘total war’
- War and nationalism
- War and civilians
- State control of communication and propaganda
- Ideological wars and international volunteers
- Pacifist movements in Europe and appeasement policy
- Colonial warfare

LEARNING AND TEACHING METHODS

You will be supported in your learning, to achieve the above outcomes, in the following ways:

The module will be taught by a weekly lecture and seminar. The lectures will provide an outline of the main issues, concepts, historiography and debates or controversies. Through the analysis of primary and secondary sources in seminars, you will deepen your understanding of specific issues introduced in the lectures and develop analytical, presentational and organizational skills.

The seminars will be organized around a discussion of a digitized reading, such as a journal article or a book chapter, on a relevant theme or debate; and documentary readings (primary sources). In addition, the seminars will provide an opportunity for further discussion of themes which have been established in the lectures, particularly in relation to historical controversy and debate. The seminars should therefore be seen as preparation for both components of assessment for this module.

The module will be e-supported through the provision of lecture slides at least 24 hours before the lecture, electronic reading lists, digitised readings and, where relevant, other learning resources via the module Blackboard site.

ASSESSMENT STRATEGY AND METHODS

You will be assessed by:

- One 2,000 word essay (50%)
- One two-hour unseen exam paper (50%)

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Essay	CW	50%	2,000	N
2	Exam	EX	50%	2 hours	N

FEEDBACK

You will be given feedback on your coursework assessment, including written feedback on a customized proforma and additional verbal feedback for those who request it. Written feedback will also be provided on the unseen examination, which comes after the module has ended. Again you will be offered additional verbal feedback if you request it. In classroom discussion you will be given the opportunity to express and develop your own ideas and will receive informal feedback from the tutor and other students on this.

LEARNING RESOURCES (INCLUDING READING LISTS)

- The Learning Centre now has a large and growing number of electronic and hard copy resources on the history of war, including monographs, journal articles and edited volumes of essays.
- A number of short items (book chapters or journal articles) will be digitised and made available via the module BB site (one for each week of the module).
- A longer reading list will be available in the module guide and on the module BB site.

Indicative Reading List

- Atkin, N., *Daily Lives of Civilians in Wartime Twentieth Century Europe*, (Westport CT and London, 2008).
- Best, G., *Humanity in Warfare: the Modern History of the International Law of Armed Conflicts*, (London, 1983).
- Black, J., *War in the Nineteenth Century*, (London, 2009).
- Black, J., *The Age of Total War, 1860-1945*, (London, 2010)
- Connelly, M. and D. Welch, *War and the Media: Reportage and Propaganda, 1900-2003* (London, 2005).
- Esdaile, C., *Napoleon's Wars. An international history: 1803-1815*, (London, 2008).
- Hutchinson, J., *Champions of Charity: War and the Rise of the Red Cross*, (Boulder, Colorado, 1996)..
- Lambourne, N., *War Damage in Western Europe: the destruction of historic monuments during the Second World War* (Edinburgh, 2001).
- Marwick, A. *Total War and Historical Change: Europe, 1914-1955*, (Buckinghamshire, 2001).
- Paddock, Troy R. E. (ed.), *A Call to Arms: Propaganda, Public Opinion and Newspapers in the Great War* (Westport, CT, 2004).
- Saint Clair, W. ,*That Greece Might Still be Free. The Philhellenes in the war of independence* (London, 1972).
- Tiratsoo, N., 'The reconstruction of Blitzed British cities, 1944-1955: myths and reality', *Contemporary British History* 14 (2000), pp. 27-44.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	N
Title Change	Y
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2015

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	02//2016	06/2016

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance notes.	

REVISIONS

July 2017	Operational change approved by Humanities Departmental Board 21/06/17
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