1. **Title of the module:**

HIST7005/HIST7006 (HI7005/HI7006) British Foreign Policy, 1904-1973

1. **School or partner institution which will be responsible for management of the module;**

School of History

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7):**

Levels 5 and 6

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:**

BA History; BA Military History, and associated joint honours programmes.

1. **The intended subject specific learning outcomes.
On successfully completing the module level 5 students will be able to:**

8.1 Demonstrate an advanced understanding of British foreign policy 1904-1973, and the changing role of Britain in international affairs.

8.2 Demonstrate a sophisticated understanding of advanced concepts in the extensive historiography relating to how to understand Britain’s changing role in international diplomacy, 1904-1973 and at what motivated these changes.

8.3 Demonstrate an advanced capability to understand the nature and reasons for the development of British foreign policy, 1904-1973.

**Level 6 students will be able to:**

8.4 Demonstrate a sophisticated and advanced understanding of British foreign policy 1904-1973, including the process of policy formulation.

8.5 Demonstrate a comprehensive understanding of advanced concepts in the extensive historiography relating to how to understand Britain’s changing role in international diplomacy, 1904-1973 and at what motivated these changes.

8.6 Demonstrate a sophisticated understanding of the nature and reasons for the development of British foreign policy, 1904-1973.

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

9.1 Work with a moderate level of independence to research and develop their understanding of questions and issues.

9.2 Demonstrate an ability to provide persuasive written presentations, including the use of a range of primary source materials and historiographical content.

9.3 Research and integrate primary sources into written assessments.

9.4 Apply their knowledge and skills to the production of a range of different outputs

**Level 6 students will be able to:**

9.5 Work independently to research and develop their understanding of questions and issues.

9.6 Demonstrate an advanced ability to provide persuasive written presentations, including the use of a range of primary source materials and historiographical content.

9.7 Research and integrate primary sources into written assessments in a sophisticated manner.

9.8 More fully demonstrate and apply their knowledge and skills to the production of a range of different outputs.

1. **A synopsis of the curriculum**

The module will chart the evolution of contemporary British foreign policy. It begins firmly in the era of pre-First World War diplomacy, and examines the legacy of Britain’s role in nineteenth century international relations, including the role of empire. The module will explore the nature of the old and new diplomacy as well as issues relating to foreign policy formation. It will include an evaluation of the role of diplomats and the work and operation of the Foreign Office. It will also include a discussion of the main themes and issues of Britain’s relations with all of the major European powers from 1904-1973, including the origins of the two world wars, the connection between foreign policy and political ideology. The module will also examine Britain’s relations with the United States during this period and with the Far East, especially with Japan. This module does not significantly overlap with HI 6034/5 Anglo-French Relations because only one session of the module will be devoted to Anglo-French relations in this period. Likewise, there will be no significant overlap with HI6045 Origins of the Second World War because that module examines the origins of that conflict from a global perspective. It makes some reference to the Anglo-French dimension, but it is not central to the module.

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

Barr, J., *A Line in the Sand. Britain, France and the Struggle that Shaped the Middle East* (London: Simon and Schuster, 2011).

Bell, P.M.H., *France and Britain, 1900-1940: Entente and Estrangement* (London: Pearson, 1996).

Chickering, R. and S. Forster (eds), *The Shadows of Total War: Europe, East Asia and the United States, 1919-1939* (Cambridge: Cambridge University Press 2003).

Colas, A., *International Civil Society: Social Movements in World Politics* (Cambridge: Cambridge University Press, 2002).

Florini, A.M., *The Coming Democracy: New Rules for Running a New World* (London: Island Press, 2003).

Grünewald, G. and P. van den Dungen (eds), *Twentieth Century Peace Movements: Successes and Failures* (Lewiston: Edward Mellen Press, 1994).

1. **Learning and Teaching methods**

Total Contact Hours = 30

Total Private Study = 270

Total Study Hours = 300

1. **Assessment methods.**

13.1 Main assessment methods:

One Seminar Presentation (20 mins) – 10%

Exam Preparation Commentary (1,000 words) – 10%

Essay 1 (2,500 words) – 20%

Essay 2 (2,500 words) – 20%

Examination (2-hours) – 40%

 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)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome for both Level 5 and for Level 6** |  | *8.1/8.4* | *8.2/8.5* | *8.3/8.6* | *9.1/9.5* | *9.2/9.6* | *9.3/9.7* | *9.4/9.8* |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |
| **Private Study** | *270* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lecture* | *10* | **X** | **X** | **X** |  |  |  |  |
| *Seminar* | *20* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Presentation* |  | **X** | **X** | **X** | **X** |  |  |  |
| *Exam preparation commentary* |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Essays* |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Examination* |  | **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:

1. Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or Centre(s) where module will be delivered:** Canterbury
2. **Internationalisation**

While the module is ostensibly concerned with Britain’s relations with the rest of the world and how Britain was, in turn, viewed by the rest of the world, the curriculum does inevitably contain some notable international dimensions. First, it is not possible to understand the foreign policy of any country without considering its domestic context. The module will also consider Britain’s relations with international organisations, such as the UN, NATO and the EU. Second, the module will analyse British foreign policy 1904-1973 within the framework of an international historiography, that is examining how non-British academics have viewed the question.

**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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