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| **1. 1. Factual information** | | | |
| **Module title** | **History 221 Global Modernities: World History Since 1900** | **Level** | 5 |
| **Module tutor** | Dr. Joseph Michael Gratale | **Credit value** | 15 |
| **Module type** | Lecture / Discussion | **Notional learning hours** | 150 |

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| **2. Rationale for the module and its links with other modules** |
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This is a third year (level 5) required module for students of International Relations. It is a module which provides students with a strong historical foundation for understanding key aspects of contemporary world history, particularly developments since the late 19th century up through to the early twenty-first century.

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| **3. Aims of the module** |
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This module examines aspects of global history by addressing key themes and trends in the political, cultural, social, and intellectual landscapes of the era. While emphasis will be on interpreting the century’s political / historical trajectories, the course will also expose students to a range of texts which represent aspects of the intellectual/cultural developments and tensions of the century.

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| **4. Pre-requisite modules or specified entry requirements** |

History 120 The Modern World

| **5. Is the module compensatable?** |
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| N/A |

| **6. Are there any PSRB requirements regarding the module?** |
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| N/A |

| **7. Intended learning outcomes** | |  |
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| **A. Knowledge and understanding** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
| At the end of the module learners will be expected to::  **A1:** identify and discuss key global historical developments and identify consider their cause-effect relationships  **A2:** appreciate the role and impact of culture (and ideas) on given socio-political contexts  **A3:**explain both lines of continuity and moments of breaks / ruptures in the unfolding of modern historical developments | A1  A1  A2 | Lecture / class discussion, module readings, writing assignments, class presentation  Lecture / class discussion, module readings, writing assignments, class presentation  Lecture / class discussion, module readings, writing assignments |

| **B. Cognitive skills** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
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| *At the end of the module learners will be expected to:*  **B1:** recall information relevant in explaining the century’s historical developments  **B2:** apply skills of critical analysis and reasoning  **B3:** respond to visual depictions of cultural-historical topics / themes | B1  B2  B3 | Class discussion,  Class discussion, module readings, writing assignments, class presentation  Lecture / class discussion, class presentation |

| **C. Practical and professional skills** | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
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| *At the end of the module learners will be expected to:*  C1: improve self-management skills  C2: develop organization skills | C1  C1 | Module reading preparation, meeting writing assignment deadlines  Lectures, class presentation, writing assignments |

| **D Key transferable skills** | | **Programme Learning Outcome(s) this maps against** | **Learning and teaching strategy** |
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| *At the end of the module, learners will be expected to:*  D1:develop communication skills  D2:improve problem solving skills  D3:engage in research | | D4  D1  D2; D3; D4 | Class discussions, writing assignments, class presentations  Class discussions, writing assignments  Writing assignments, class presentation |
| **6. Indicative content.** | | | |
| The module will examine aspects of historiography, revolution, popular culture, war, genocide, ideology, decolonization and empire, development and social injustice as outlined in the module schedule below: | | | |

**Week One**

T- introduction to the course / Course Problematics

T - Moving Toward 1900

Th - Moving Toward 1900

Th - the intellectual context

**Week Two**

T - The Russian Revolution I

T – Documentary: *Red Flag*

Th - The Russian Revolution II

Th - Debating Stalin and Stalinism

**Week Three**

T - Consumption and the American Century I

T - Consumption and the American Century II

Th - Nazism: The Body Politic and the Politics of the Body I **Thursday January 28th Writing Assignment 1 Due**

Th - Nazism: The Body Politic and the Politics of the Body I

**Week Four**

T - Holocaust

T - Aspects of Total War: From Nanking to Dresden

Th - Aspects of Total War: From Nanking to Dresden

Th - Film: *City of Life and Death*

**Week Five**

T - The Cold War as a Global War I

T - The Cold War as a Global War II

Th - Cold War Origins: A Debate

Th - Institutional Racism: From South Africa to the American South

**Week Six**

T - The Third World During the Cold War I

T - The Third World During the Cold War II / Documentary: *Hearts and Minds*

Th - Rock, Sex, and Drugs I

Th - Rock, Sex, and Drugs II

**Week Seven**

T - Socialist Regimes from the 1950s to the 1980s

T - Socialist Regimes from the 1950s to the 1980s II / Documentary: *The Lost World of Communism*

Th - Cuba and China in the 20th century I

Th - Cuba and China in the 20th century II

**Week Eight**

T - Film: *Che* **/ March 1st Writing Assignment 2 Due**

T - religion and politics in the late 20th century

Th - revolution in Iran

Th - the 1990s: Global Order?

**Week Nine**

T - the 1990s: Global Disorder?

T - Debate on Globalization

Th - challenges in Southwest Asia

Th - 9/11 and a ‘clash of civilizations’?

**Week Ten**

T - **class presentation (2)**

T - **class presentations (2)**

Th - **class presentations (2)**

Th - **class presentations (2)**

**Week Eleven**

T - **class presentation (2)**

T - **class presentation (2)**

Th - **NO CLASS** National Holiday

Th - **NO CLASS** National Holiday

| **9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes** | | | | | | | | | | | | | | | | | | | | | | |
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| **Assessment Strategy:**  For this module summative assessment will include two writing assignments. Students will write approximately 2,000 words for each paper on a historical figure from the twentieth century and a documentary analysis.  For all assessments, students will receive separate guidelines in a timely fashion. | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment Task** | | | | | | **Weighting** | | | | **Week submitted** | | | **Grading (Pass / Fail / %)** | | | | **Module Learning Outcome(s) the assessment task maps to** | | | | | |
| **A. Biographical Analysis**  **B. Documentary Analysis**  **C. Class Presentation** | | | | | | **35%**  **35%**  **30%** | | | | TBA  TBA  TBA | | | 40%  40%  40% | | | | See below | | | | | |
| **Assessment tasks** |
| **A1** | **A2** | **A3** | **B1** | | **B2** | **B3** | **C1** | | **C2** | **D1** | | **D2** | **D3** |  | |  |  |  |  |
| Biographical Analysis | x | x | x | x | | x |  | x | | x | x | | x | x |  | |  |  |  |  |
| Documentary Analysis | x | x | x |  | | x | x | x | | x | x | | x | x |  | |  |  |  |  |
| Class presentation | x |  | x | x | |  | x | x | | x | x | |  |  |  | |  |  |  |  |

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| **10. Teaching staff associated with the module** | |
| **Tutor’s name and contact details** | **Contact hours** |
| Dr. Joseph Michael Gratale | TBA |
| [zozef@act.edu](mailto:zozef@act.edu) 2310 398 226 |  |

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| **11. Key Reading List (Indicative)** |
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| Etienne Balibar and Immanuel Wallerstein. *Race, nation, class: ambiguous identities*, Verso, (1991).  P. M. H. Bell. *The World Since 1945: An International History,* Arnold, Oxford Univ. Press (2001)  Anthony Best. *International History of the Twentieth Century,* Routledge (2008).  Jeremy Black. *The World in the Twentieth Century,* Longman (2002)  E. J. Hobsbawm, *The age of extremes: a history of the world, 1914-1991*, Pantheon Books (1994).  E. J. Hobsbawm and Antonio Polito. *On the edge of the new century*, New Press (2000).  Hugh Honour, J. Flemins. *The Visual Arts: A History,* Henry Abrams (1999)  Peter Watson. *Ideas: A History of Thought and Invention from Fire to Freud,* HarperCollins (2005) |

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| **12. Other indicative material** |
| Material will be uploaded to Moodle. |

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| 13. List of amendments since last (re)validation | | |
| Area amended | Details | Date Central Quality informed |
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**GRADING & ACADEMIC POLICIES**

**ASSESSMENT DEADLINES**

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC.

**Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)**

Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.

**Revised Absence Policy – Effective Spring 2017**

**Maximum Allowed Number of Absences**

The maximum allowed number of absences for all ACT courses stands at **6 (six) hours per course**.

**Excusing Absences**

To excuse absences for good cause (such as medical reasons or personal crises), the student should contact the Registrar’s office and, ahead of time or **at the latest within a week from the time the absences took place**, provide written proof of the cause of the absences. The documents submitted are then evaluated by the Associate Dean for Administration and Student Affairs, who decides whether there are valid grounds for excusing the absences.

**Successful Attendance**

A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, **the maximum number of absences (excused or not) stands at 11 hours per course**. In case of an unsuccessful attendance, the student is administratively withdrawn from the course. The student has the right to appeal the decision to be administratively withdrawn from a course due to excessive absences and seek reinstatement. In this case, the student, **within three working days**, must fill in a ‘mitigating circumstances’ form in the Registrar’s office, where the reasons of the appeal should be explained. Following this, a formal hearing of the Academic Standards and Performance Committee (ASPC) takes place. The decision of the Committee is final.

**ACADEMIC INTEGRITY**

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: “**A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course”.**

**GRADING SCALE**

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| Grade Description | UK points | US Letter Grade | US point grade |
| Excellent | 70+ | A | 4.0 |
| Very Good (high) | 65-69 | A- | 3.67 |
| Very Good (low) | 60-64 | B+ | 3.33 |
| Good (high) | 55-59 | B | 3.0 |
| Good (low) | 50-54 | B- | 2.67 |
| Satisfactory (high) | 45-49 | C+ | 2.33 |
| Satisfactory (low) | 40-44 | C | 2.0 |
| Fail | 0-39 | F | 0 |