



## **Module Specification**

### **International Politics in North Africa and the Middle East**

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## Part 1: Information

**Module title:** International Politics in North Africa and the Middle East

**Module code:** UPHPLH-30-3

**Level:** Level 6

**For implementation from:** 2021-22

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Creative & Cultural Industries

**Partner institutions:** None

**Delivery locations:** Frenchay Campus

**Field:** History

**Module type:** Project

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** The module investigates aspects of international relations in a turbulent and strategically vital region in a broad chronological and geographical framework.

**Features:** Not applicable

**Educational aims:** In addition to the learning outcomes, on successful completion of this module students will be able to demonstrate:

Working as a team member

Oral presentation skills

**Outline syllabus:** This module considers the interaction of Western Powers in North Africa and the Middle East, during the nineteenth and twentieth centuries. It further examines the interaction of those powers with indigenous governments and groups in countries within those regions. It focuses, inter alia, on Anglo-French competition and collaboration in Morocco and Egypt, and, more generally, on Great Power projection in North Africa before 1914. It considers the development of British power in the Mediterranean corridor, as well as in the Gulf of Aden and adjacent Asiatic and African territories. The module then explores international tensions in nineteenth-century Palestine, Syria and the Lebanon and considers the First World War as a mainspring for British and French imperial expansion. Interwar strategic rivalries among the Great Powers are explored, against a backdrop of growing nationalist sentiment, and the move to mandatory control. The recurrence of earlier international rivalries during the Second World War is examined, as are key developments during the 1950s: notably the Anglo-Iranian and Suez crises. The subsequent dwindling of British and French strategic primacy is also discussed. So too are aspects of Superpower involvement in the Middle East, including in the context of the Arab-Israeli conflict, the Iran-Iraq War, and the First Gulf War.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Essential reading (4 hours per week)

Document workshop preparation (1 hour per week)

Assignment preparation (2 hours per week)

Implications for different modes of attendance. Students will be expected to attend seminars and to participate in discussions.

Study time for the module is composed of 72 hours of contact time.

Scheduled learning: lectures, seminars, tutorials, office hours.

Independent learning: essential reading and research, assignment preparation and completion. 150 hours of independent learning.

3 hours contact time composed of two-hour workshop and a one-hour virtual synchronous activity per week.

**Module Learning outcomes:**

**MO1** Demonstrate a developed understanding of the course of international diplomacy relating to North Africa and the Middle East and an understanding of the practice of diplomacy

**MO2** Demonstrate knowledge of the historiography of international diplomacy relating to North Africa and the Middle East

**MO3** Demonstrate awareness of the evolution of British strategic foreign policy in North Africa and the Middle East

**MO4** An introduction to relevant primary sources and experience in the critical use of this material

**MO5** Improved research skills

**MO6** The ability synthesise information from a range of secondary sources

**MO7** The ability to demonstrate developed powers of critical analysis

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uphplh-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uphplh-30-3.html>

## Part 4: Assessment

**Assessment strategy:** The essay provides an opportunity for students to demonstrate their intellectual capability and also their development from writing shorter essays at levels 1 and 2. It requires sustained argument, effective planning and research, and attention to detail in terms of presentation. Students also engage at a deeper level with subject matter than at levels 1 and 2. The document analysis is a key element in distinguishing level 3 work from levels 1 and 2. The exercise is discussed, and practised in seminars, prior to the submission date in order to support students in acquiring the necessary critical and interpretive skills. Students select two documents of their own choice, which they submit with the analysis. This hones their research skills and encourages them to pursue and develop particular interests. The seminar presentation enables students who enjoy preparing and delivering presentations to hone their skills. Overall, the assessment is mixed but the emphasis is placed upon academic rigour. The transferable nature of many of the skills acquired is also pointed out to the students.

### Summative assessment

Summative assessment consists of a 2,500 word essay (40%), a 2,500 word primary source analysis (40%), and a 20 minute seminar presentation, with seminar paper of 1,000 words (20%). Summative feedback is provided in written form, within a maximum of twenty working days, and orally. In the latter case, all students are offered a one-to-one meeting to discuss their work. Formative assessment takes place routinely during seminar discussions, in prearranged feedback sessions with students, both in office hours and otherwise, and by email.

Assessment criteria used for each component and if appropriate each element in assessment strategy

Component A (essay): Students are directed to Assessment Criteria for Written Work, a document which is available in the community web pages for History, which

describes criteria against each degree classification for written coursework. Further to this, the key requirements are two-fold: relevance to the question and an analytical style. Wide, but effective, reading, well structured arguments, which are adequately sign-posted, and which acknowledge linkage between issues are also important. Emphasis is placed upon a clear writing style and a clear introduction and a strong conclusion.

Component A (document analysis): Students are expected to comment in an informed manner on the provenance of the document, its authorship, historical context, its detail, and its significance. Written guidance is provided on the module website.

Component A (seminar presentation): Students are expected to present a clear answer in relation to a specific question. The key criteria are the ability to identify and discuss key issues germane to the question, an ability to do this accurately and concisely, and an ability to convey ideas in a coherent and clear fashion. This requires wide reading and critical analysis of the subject matter rather than a narration of events. This will also be summarised in the supporting 1,000 word paper.

### **Assessment components:**

#### **Primary Source Exercise - Component A (First Sit)**

Description: Document analysis (2,500 words). Students select and analyse two documents from a list provided. They also then independently locate additional documents and analyse them also.

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

#### **Presentation - Component A (First Sit)**

Description: Workshop presentation and paper. Students deliver a presentation on a topic by arrangement with the module leader, and submit a short paper of 1,000 words.

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5, MO6, MO7

**Written Assignment - Component A (First Sit)**

Description: Essay (2,500 words)

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO6, MO7

**Written Assignment - Component A (Resit)**

Description: Written assignment.

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested:

**Primary Source Exercise - Component A (Resit)**

Description: Document analysis (2500 words)

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

**Written Assignment - Component A (Resit)**

Description: Essay (2,500 words)

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested:

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

English and History [Sep][FT][Frenchay][3yrs] BA (Hons) 2019-20

English and History [Sep][SW][Frenchay][4yrs] BA (Hons) 2018-19

English and History {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19

History [Sep][SW][Frenchay][4yrs] BA (Hons) 2018-19

History {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19