



## **Module Specification**

### **Nineteenth and Twentieth Centuries**

Version: 2025-26, v1.0, Approved

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## **Part 1: Information**

**Module title:** Nineteenth and Twentieth Centuries

**Module code:** UPHB7Y-30-1

**Level:** Level 4

**For implementation from:** 2025-26

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Arts

**Partner institutions:** None

**Field:** History

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

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

## **Part 2: Description**

**Overview:** This module uses history staff's research specialisms as a lens through which to examine themes in British, European, and World history from c.1800-c.1945 such as processes of industrialisation, imperial expansion, and social or ideological change.

**Features:** Not applicable

**Educational aims:** In this module, students will survey a wide chronological range of British, European, and world history. They will first consider a broad theme within the period, then engage with scholarly conversation or debate, and finally will analyse primary evidence on that topic.

This will introduce new topics beyond those which they have previously studied. Students will gain insight into the events, changes, and continuities of the period c.1800-c.1945, how scholars understand and argue about the period, and what evidence historians have employed when writing about it. Through exposure to this survey module the students will gain knowledge of new periods and countries, helping them to develop their own interests and future research projects at Levels 5 and 6.

**Outline syllabus:** Students examine themes drawn from across the chronological period of the module. This gives them a firm foundation from which to build knowledge of continuity and change in history. For each theme they will be introduced to academic literature from a variety of perspectives and methodologies. Finally, they will learn to approach, understand, and analyse a range of primary sources.

Topics may include: the impact of industrialisation on class, gender, popular politics and protest; nation-building; empire and colonialism; 'The Great Game': Anglo-Russian Rivalry in Asia; emerging US power; war in the industrial age; democracy and liberalism; Marxism and revolution; fascism-Nazism and political violence; race and genocide.

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

**Teaching and learning methods:** Teaching and learning will be delivered through a combination of lectures, seminars, and workshops. The module includes a field trip to the British Museum. Assessment and feedback tutorials will also form part of the timetabled teaching activities. Topics will be delivered in blocks, covering historical debate and primary sources.

This module will set the foundations in terms of skills and chronology for study at Levels 4 and 5. These include critical reading and reflection, understanding of debate, and source analysis.

Student learning will be supported on the VLE, where reading lists, weekly preparation materials, and teaching slides are posted. Students can also access assessment briefs from the start of teaching and will be offered personalised assessment advice during scheduled teaching time.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Acquire a broad understanding of historical periods, events, and processes drawing on both primary and secondary sources.

**MO2** Experiment with a range of approaches to overcome subject-specific challenges.

**MO3** Examine source material to develop informed judgments that go beyond initial reactions.

**MO4** Refine communication skills and adapt style and tone to effectively communicate ideas and research findings.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/A6BB4467-06E0-4E02-5875-B9209F4BC4F1.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/A6BB4467-06E0-4E02-5875-B9209F4BC4F1.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** The reflective seminar report is designed to allow students' progress to be supported throughout the module, with feedback that feeds into the museum report. The RSR supports students to develop as effective learners by structuring and incentivising engagement and critical reflection on both taught sessions and their independent learning, with students required to reflect on weekly readings and the discussion of materials in class.

For the museum report, students will research a material object of their own choice presented in a museum context, supported by the field trip to the British Museum. They will be required to research the context and the provenance of their chosen object, as well as any associated controversies or matters of interest relating to their display and interpretation. This assessment will provide an initial introduction to history in the public domain as explored further at level 5. It will also introduce source analysis in the material domain.

The resit will match the sit for the museum report. The resit for the RSR will consist of a set of reflections on seminar materials across the term.

**Assessment tasks:**

**Portfolio (First Sit)**

Description: Reflective seminar report (continuous weekly assessment with in-class feedback)

Museum Report (2,500 words)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

Description: Reflective seminar report (The resit for the RSR will consist of a set of reflections on seminar materials across the term.)

Museum Report (2,500 words)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

History [Frenchay] BA (Hons) 2025-26