



MODULE SPECIFICATION

Part 1: Information			
Module Title	International History 1890-2000: The Century of the Superpowers		
Module Code	UPHPGD-30-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	History
Department	Arts and Cultural Industries		
Contributes towards	BA(Hons) History		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p>The module is divided into eight connected blocks:</p> <ol style="list-style-type: none"> 1. The United States and Russia during the late 19th century (social, political, economic development). 2. The respective relations of the United States and Russia with Europe, most notably Britain, Germany and France before the outbreak of the First World War in 1914. 3. The United States' entry into the First World War in 1917 and her deliberate retreat into isolation in 1919; the Russian Revolution and the subsequent forced isolation of the Soviet Union, 1917-1921. 4. Inter-war social and economic developments in the United States and the Soviet Union. 5. American and Soviet reactions to the rise of fascism in Europe in the 1930s. 6. The respective roles of the United States and the Soviet Union during World War II (partners in the Grand Alliance against Hitler). 7. The development of the Cold War, up to the Cuban Missile Crisis of 1962, and its impact on Soviet-American relations. 8. The involvement of the United States in Vietnam compared and contrasted with the involvement of the Soviet Union in Afghanistan; the collapse of the Soviet Union; post-Cold War International Relations <p>The module will be taught through a combination of lectures, seminars and tutorials.</p>

Students will be encouraged to contribute and, on occasions, lead the seminars through presentations. Students in their seminar groups and in the tutorial situation will be encouraged to recognise and describe their responsibilities as learners, to identify the resources and essential networks that they can call on both within and outside of the university, and to recognise the value of PDP and gain knowledge of the PDP processes.

Part 3: Assessment

Assessment Strategy

The formal assessment consists of two essays, a student presentation to a seminar group and an unseen exam in controlled conditions. The assessments allow students to demonstrate knowledge and critical engagement with the period and the topics as well as engage in group work during the seminars. The assessment types have been chosen to build up essential skills for the history programme in critical thinking, communication skills, group discussions and deep reading and analysis of primary and secondary sources.

The exam (weighted 50%) precludes plagiarism and the oral presentation also limits opportunities for that as there is a question and answer session at the end, where students have to be able to demonstrate genuine knowledge and understanding. Students get their presentation mark and feedback during the semester at the point of the presentation; this allows scope for formative assessment, as they build on the feedback to prepare for the exam.

Identify final timetabled piece of assessment (component and element)	<i>Component A</i>	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Exam (3 Hours)	100
Component B Description of each element	Element weighting (as % of component)
1. Essay (2000 words)	40%
2. Essay (2000 words)	40%
3. Individual Seminar Presentation (15 minutes)	20%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Exam (3 Hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Essay (2000 words)	50%
2. Essay (2000 words)	50%

Part 4: Teaching and Learning Methods

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. have a detailed knowledge of several of the key themes and events in International History in the period 1890-2000 (assessed through all components and elements of assessment); 2. engage critically with different perspectives on these major themes and events International History in the period 1890-2000 (assessed through all components and elements of assessment); 3. to understand the advantages of learning in groups and the benefits of group support (assessed through Component B - Element 4); 4. be able to synthesise secondary and primary sources and address key problems in interpretation (assessed through all components and elements of assessment); 5. be able to use appropriate evidence to support conclusions and to communicate thinking on the issues raised during the module in a variety of ways: <ol style="list-style-type: none"> (1) orally during assessed seminars - (assessed through Component B - Element 3); (2) in writing under controlled conditions (assessed through Component A – Element 1); (3) in writing under uncontrolled conditions (assessed through Component B – Elements 1 and 2). 																																
Key Information Sets Information (KIS)	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-decoration: underline;">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="height: 15px;"> </td> </tr> <tr> <td colspan="4" style="text-align: right;"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black;">30</td> </tr> <tr> <td colspan="5" style="height: 15px;"> </td> </tr> <tr> <th style="width: 10%;">Hours to be allocated</th> <th style="width: 15%;">Scheduled learning and teaching study hours</th> <th style="width: 15%;">Independent study hours</th> <th style="width: 15%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> <th style="width: 10%;"></th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> <td style="text-align: center; vertical-align: middle;"></td> </tr> </tbody> </table>	Key Information Set - Module data										<i>Number of credits for this module</i>				30						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300	
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test</p> <p>Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" style="margin: auto; border-collapse: collapse; width: 60%;"> <thead> <tr> <th colspan="2" style="text-align: left;">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td style="width: 80%;">Written exam assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">10%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	50%	Coursework assessment percentage	40%	Practical exam assessment percentage	10%		100%																						
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Reading Strategy	<p>Indicative reading</p> <p>Boyle, P (1993), <i>American-Soviet Relations: From the Russian Revolution to the Fall of Communism</i></p>																																

London: Routledge

Gorodetsky, G (ed) (1994), *Soviet Foreign Policy in Perspective, 1917-1991: A Retrospective* London: Frank Cass

Kennedy-Pipe, C (1999), *Russia and the World, 1917-1991* London: Arnold

Kimball, W (1995), *America Unbound: World War II and the Making of a Superpower* New York: St Martin's Press

Iriye, A (1993), *Cambridge History of American Foreign Relations Volume III: The Globalizing of America, 1913-1945* Cambridge: Cambridge University Press

Link, A S and Leary, W M (1970), *The Diplomacy of World Power: The United States, 1889-1920* London: Arnold

Martel, G (ed) (1994), *American Foreign Relations Reconsidered, 1890-1993* London: Routledge

Merrill, D and Paterson, T G (eds) (2000), *Major Problems in American Foreign Relations: Volume II: Since 1914* Boston: Houghton Mifflin, 5th edition

Roberts, G (1999), *The Soviet Union in World Politics: Coexistence, Revolution and Cold War* London: Routledge

Young, J W and Kent, J (2004), *International Relations since 1945: A Global History* Oxford: Oxford University Press

Relevant journals:

Contemporary British History, Contemporary European History, Diplomacy and Statecraft, Diplomatic History, eJournal of International History, English Historical Review, European History Quarterly, Historical Journal, History, International History Review, Journal of Contemporary History, Journal of Imperial and Commonwealth History, Journal of Modern History, Journal of Strategic Studies, Review of International Studies, War and Society, War in History.

Key books will be placed in the short-loan collection and students will be given guidance on what books to buy (if they should choose to do so). Students will be supplied with detailed reading lists for each topic studied via Blackboard. Students will be encouraged to use electronic resources (in particular JSTOR) to access journal articles. Students will be expected to read widely and make full use of the library and associated electronic resources. Reading lists will be updated annually.

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First CAP Approval Date	27 Jan 2010			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	1 February 2016	Version	9	link to RIA