

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	World History
2	Module Code:	HIST10412
3	Credit Points:	20
4	Duration:	Year Long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2013

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Co	HIST10111	Into the Past (Co-requisite for SH/JH History)
Co	HIST10211	Medieval and Early Modern Worlds (Co-requisite for SH History)
Co	HIST10311	Creating the Modern (Co-requisite for SH History)

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	HIST001	BA (H) History
		PT	HIST002	BA (H) History

10 Overview and aims

This module is intended to provide level 1 students with an overview of some of the major processes that have shaped world history over the past 2000 years. You will work through a number of major themes in world history, such as: empire, trade, religion, identity, and consider each of these themes in the context of a wider analysis on the theme of 'rise and fall'. Consequently you will look at the rise and fall of: trade routes (case-study – the Silk Road), ideologies (case-study – Confucianism), military conquests (the Mongols) etc. The case studies chosen to frame this module have been selected to be as geographically diverse as possible so

that you are introduced to as wide a range as possible of global civilisations.

With this general objective in mind this module also intends:

1. To encourage students to explore themes that will be relevant to their other level 1 modules and to their subsequent studies.
2. To stimulate students to think laterally about these themes and to draw comparisons across different cultures and time-periods. This in turn will help prepare them for the level 2 core (should they take it).
3. To help students acquire a broad understanding on some of the major trends and processes that have shaped world history.
4. To encourage students to draw linkages with their other level 1 modules (which are primarily European/American in focus) to begin to acquire a holistic understanding of the basic narrative and trajectory of global history.

To help students to develop their skills in: giving presentations, presenting their ideas in a written format and critical analysis.

11 Module content

This module will be broken into a series of major blocks. These will each consider one major theme in the context of a specific case study. The blocks are as follows:

- Empire (Rome)
- Trade (Silk Road)
- War (Mongols)
- Religion/ideology (China)
- Identity (Central America)

Each of these blocks (generally 4-5 weeks in length) will explore the rise and fall of a particular process or idea, whether a trade route, ideology or empire.

In all cases the final lecture in a block will move away from the overall analysis of the major process in question to explore the perspective of a particular individual whose life was connected to it in some way. Through an examination of this individual's perspective it is to be hoped that this lecture will embed the ideas discussed in pre-ceding weeks and encourage students to consider these major global trends in both macro and micro terms. The majority of the lectures are intended to be as interactive as possible and are designed to run for 2 hours. During the first hour the lecturer will explore the process/case study in question and during the second the student will be encouraged to compare it with other pre-prepared

case studies. Thus, in the week on the expansion of the Mongol military machine, students will be encouraged to come to the lecture prepared to compare their attempts to conquer and consolidate huge areas of land with other military leaders from across history.

In the seminars students will again be expected to engage with the subject material covered in the lecture and also to produce a series of group presentations (discussed below).

12 Indicative reading

There will be some general texts for this module, which will include those listed below, but the vast majority of texts will relate to the specific subject area covered in each week's lecture.

Beck, R., Black, L., and Kreiger, L., *World History: Patterns of Interaction* (1999).

Braudel, F., *A History of Civilisations* (1995).

Duiker, W., and Spielvogel, J., *World History*, 2 vols (2012).

Hanes, *World History, Continuity and Change* (1997).

Stearns, P., *World History in Documents: A Comparative Reader* (2008).

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

A1. Demonstrate broad knowledge and understanding of the past and its interpretation, and an awareness of how societies and cultures perceive their own past and are influenced by it.

A4. Demonstrate some understanding of the histories of different countries, societies or cultures, and articulate an awareness of continuity and change over extended time spans.

A5. Engage with questions and evidence germane to the relationship between history and other arts and social science disciplines.

A7. Develop and sustain historical arguments, utilizing evidence in the presentation and communication of these arguments.

A8. Read, analyse, and reflect upon historical texts and other source materials.

Skills, qualities and attributes. After studying this module you should be able to:
<p>B1. Develop, sustain and defend a reasoned argument based on evidence whether in written or verbal form;</p> <p>B2. Show skills of analysis and their uses across a range of historical themes and problems;</p> <p>B3. Demonstrate an ability to locate and evaluate, with guidance, research materials to address specific questions;</p> <p>B5. Develop team working skills, recognising the value of working closely with others.</p> <p>B8. Demonstrate increasing flexibility and confidence in the organisation and completion of your work, and in the expression of your ideas.</p>

14	Teaching and learning <i>Range of modes of direct contact</i> This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars Lectures, seminars, workshops, tutorials Total contact hours: 52
	<i>Range of other learning methods</i> This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research Guided reading, research skills, preparation skills Total non-contact hours: 148

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Assessment methods

This indicates the type and weighting of assessment elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
1	50%	Coursework	Essay : 2000 words
2	50%	Exam	2 Hour Exam

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

It is anticipated that this course will require all students to form themselves into small groups and to prepare at least one presentation (possibly two) to be delivered in class. This will not be assessed, although informal feedback will be offered.

In addition to this students will be expected to participate actively in both lecture and seminar work, both on an individual and team basis.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Document management

16	Module Title:	World History	
17	Module Code:	HIST10412	
18	Subject (JACS) Code		
19	Cost Centre	139	
20	School:	AAH	
21	Academic Team	HLI	
22	Campus	2 (Clifton)	
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by SASQC/DAG:		