

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	International Relations and Global History
2	Module Code:	INTR10612
3	Credit Points:	20
4	Duration:	Full Year
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	INTR10620	Foundations and Challenges to International Relations

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	HUMA005	BA (H) Communications & Society and International Relations
		FT	HUMA013	BA (H) English and International Relations
		FT	HUMA021	BA (H) European Studies and International Relations
		FT	HUMA026	BA (H) Film & TV and International Relations
		FT	HUMA030	BA (H) Global Studies and International Relations
		FT	HUMA035	BA (H) History and International Relations
		FT	HUMA040	BA (H) Linguistics and International Relations
		FT	HUMA043	BA (H) Media and International Relations
		FT	HUMA045	BA (H) Philosophy and International Relations
		FT	HUMA046	BA (H) TESOL and International Relations

SW	MODL009	BA (H) French and International Relations
SW	MODL022	BA (H) German and International Relations
SW	MODL035	BA (H) Italian and International Relations
SW	MODL045	BA (H) Mandarin Chinese and International Relations
SW	MODL053	BA (H) Spanish and International Relations

#### 10 **Overview and aims**

This module introduces students to the argument that contemporary world politics can be understood in historical context. The module focuses on long-term trends and transformations, drawing attention to mechanisms of change and continuity. In doing so, it also (re-)introduces the main events and landmarks of the 19<sup>th</sup> and 20<sup>th</sup> centuries, which have durably marked and shaped the contemporary international system, in order to prepare students to the further study of International Relations.

The key aims of this module are:

- 1) To provide an opportunity for students to explore how the long term development of international systems, including non-European examples, enables us to find patterns and to make sense of our own contemporary world.
- 2) To enable students to acquire the necessary historical background knowledge they will need to further their study of International Relations.

To provide the practical skills of doing research, i.e. the sense of how to define and analyse a problem; how to find adequate sources of information and evidence; how to find and choose the appropriate methods for scrutinising that evidence; how to do the analysis itself; and how to present results or interpret a critical account of the research topic.

#### 11 **Module content**

The module will follow a thematic structure in order to fully exploit the comparative potential of the history of international relations. Key topics will include: Nation-States and Sovereignty; Colonial Empires; Decolonisation; Bipolarity; Revolutions; Religion; Development; Democracy; Wars; Economic Crises; The Emergence of International Organisations and Norms.

#### 12 **Indicative reading**

B. Anderson (1991), *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso.

B. de Carvalho, H. Leira and J. M. Hobson (2011), 'The Big Bangs of IR: The Myths That Your Teachers Still Tell You about 1648 and 1919', *Millennium - Journal of International Studies* (39, 3), pp. 735-758.

F. Halliday, (2001), *Two Hours That Shook the World: September 11th 2001, Causes and Consequences*, London: Saqi Books.

B. Moore (1969), *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*, Harmondsworth: Penguin.

R. Shilliam (ed.) (2011), *International Relations and Non-Western Thought: Imperialism, Colonialism and Investigations of Global Modernity*, London: Routledge.

C. Tilly (1990), *Coercion, Capital, and European States, AD 990-1990*, Cambridge (Mass.): Blackwell.

### 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:

- Understand and describe the nature and significance of global history as a key component of the contemporary international system;
- Demonstrate knowledge and understanding of the origins and evolution of the contemporary global system;
- Demonstrate detailed knowledge and understanding of global history as a source of the study of international relations;
- Identify weaknesses in academic and specialist literature on global history.

Skills, qualities and attributes. After studying this module you should be able to:

- Identify and apply appropriate research and analytical skills to understand historical and contemporary international relations;
- Undertake guided study/research, demonstrating initiative, time management, self-organisation and the ability adapt to different research environments and demands;
- Present sustained, reasoned and coherent arguments demonstrating independent thought;
- Work collaboratively with others, manage your own time and develop effective interpersonal communication skills.

### 14 Teaching and learning

*Range of modes of direct contact*

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

The module is based on several elements. Formal lectures and seminars (24 respectively) will be compulsory and form the staple of formal contact time. The 24 lectures (each 1 hour) will run each week during normal teaching weeks and will be used to present key information to the students in order to introduce and develop their understanding of the topics covered. The 24 seminar sessions (each 1 hour) will also run every week during normal teaching weeks and will be used to reinforce student understanding of the topics covered, explore other relevant issues, material and ideas surrounding the topics under discussion, and provide peer and staff feedback. Seminars will also be used to develop transferable skills, including: communication and group discussion skills, team work abilities and presentation skills.

Individual meetings with the module leader and seminar tutor(s) will be encouraged throughout the module via the tutorial and office hour systems.

Total contact hours:	48
<p><i>Range of other learning methods</i></p> <p>This indicates the range of other teaching and learning methods used on this module, e.g.</p> <p>directed reading, research</p>	
<p>Indicative reading lists will be provided highlighting core texts which should be read and key sources which should be used in individual research. These sources include academic journals, newspapers, audio-visual material and online (media and policy) material. In line with the university's minimum standards on e-learning the Resource List Management Software (RLMS) will be used to ensure the reading list requirements of this module are up-to-date and that students, teaching staff and library staff are aware of these resources.</p> <p>A virtual learning environment (NOW) will also be used to provide students with module material such as lecture presentations, electronic copies of book and journal material, information regarding relevant events such as conferences and links to other relevant internet-based material. NOW will also be used to further develop discussions and debates launched during the seminars and link these to further online resources. Support will also be provided throughout the module for students to do their own research and readings, prepare their presentations and write their essays.</p> <p>Total non-contact hours:</p>	
	252

<p>15 <b>Assessment methods</b></p> <p>This indicates the type and weighting of assessment elements in the module</p>			
<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
1	100%	Exam	2 Hour Exam
<p><b>Diagnostic/formative assessment</b></p> <p>This indicates if there are any assessments that do not contribute directly to the final module mark</p>			
<p>Students will be invited to take an active part in seminar discussions. In order to help them prepare for these, an indicative reading list will be provided for each seminar in the module booklet. Formal and informal debates, group discussions and quizzes will be organised during seminars throughout the year and will receive feedback from peers and the teaching staff. Ten minutes will be allocated, at the end of each seminar, to review the discussion and students will be encouraged to use this time to complete a seminar diary reflecting on the main points of the discussion, and on the strengths and weaknesses of the arguments considered and of the form of the discussion.</p> <p>Formative essays will also be utilised for this module. These essays will be 1,000 words long and will focus on one of the topics studied during the first term of the academic year (students will be given a choice between 2 to 3 essay questions). Comprehensive feedback will be provided by the teaching staff on the following elements of the essay: structure, theoretical and empirical content, academic writing skills. Students will thereafter be asked to reflect formally on the feedback they have received and write a list of points they may want to take on board in future</p>			

assignments.

### Further information on assessment

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

### Document management

16	Module Title:	International Relations and Global History	
17	Module Code:	INTR10612	
18	Subject (JACS) Code	L250	
19	Cost Centre	128	
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:		