Europe and the United States in the Post-War World, 1945-2000

Section A: Headline Information	
Module title	Europe and the United States in the Post-War World, 1945-2000
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Elaine Callinan/Dr Eric Derr
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	4
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, online primary and digital resources.
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 3 of the programme or equivalent is required.
Pre-requisite module titles	Stage 3: Nation States and Global Conflict, 1877-1945
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in History
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Room to host debate, Library, IT resources.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner			Feedback Meetings		
24	1: 10						94: 50 hours Essay Prep and writing 44 hours Debate preparation	7		125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				**100%**

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module completes the study of European and American history that began for learners in Stage 2 by focusing on the post-war relationship of Europe and the United States. By Stage 4 the learner has gained the necessary background knowledge and skill-set to begin a deep analyse of world history in the aftermath of the two major global wars. Learners will focus on the main events which changed attitudes and behaviour up to the start of the 21st century. Owing to the radical re-alignment in the post-war world, learners will investigate the new political ideas, creative, scientific and social innovations and philosophies that shaped humanity in the second half of the twentieth century. Moreover, learners will examine how two superpowers came to dominate the geopolitics of the era, why Europe formed an economic and political entity in the European Union, and consider how the technological revolution changed human and social behaviour. Learners can draw on past modules across the programme to specialise in analysing history in a more interdisciplinary manner and broaden their research skills. This

	module also enables learners who wish to pursue a Professional Masters of Education (PME) to cover a subject that is now included at second level schools.
Module Aims and Objectives	This module aims to chart the diverse geopolitical, cultural, societal and environmental experiences that emerged and assess how these experiences developed into coherent policies towards the latter end of the twentieth century. Learners will critically analyse specific historical periods, social movements and political ideologies of post-war America and investigate their implications on American foreign policy. This module also explores the three-way conflict between democracies, fascism and communism, which shaped international relations. The module examines post-war Europe in the immediate aftermath of war and studies the conflicts of the Cold War from many perspectives. It analyses the emergence of European integration and concludes by considering the fall of communism and its consequences. The relationship between space, race and class across both continents will also be studied.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Assess how countries interrelated in the aftermath of large-scale conflict and how that relationship evolved over a short period of time. (MIPLO 1, 2, 4, 5) 2. Demonstrate knowledge of key historical changes from political, social, environmental and cultural perspectives. (MIPLO 1, 2, 3, 4, 5) 3. Differentiate topics central to the evolution of modern day Europe and America and their relationship with the wider world. (MIPLO 1-8) 4. Critically assess the new ideas of this era within the historical context in which they were written, using both secondary and primary sources. (MIPLO 1-8)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	This module will begin with an investigation into how European societies went about rebuilding – culturally, politically, and socially – in the wake of the unparalleled death and infrastructural destruction of the Second World War. Politics, society and culture in Europe and the United States during the post-war years will be examined, with a special focus placed on the Cold War the different spheres of influence it created. Some of the topics will include: the responses to communism, liberalism, capitalism and intellectual life in Western Europe, Eastern Europe and the United States; the development of the welfare state and the impact consumerism had on Western Europe and how these formalised the legitimacy of post-war capitalist, socialist and authoritarian regimes; and growth of environmental activism in America and

	Europe. The module will also examine the geopolitical struggles during the Cold War and examine the anxieties and hopes evoked by post-war technological and economic progress – by 'Americanisation' and the 'Economic Miracle'. A central focus of this module will be to examine the rise of the United States and the Soviet Union as superpowers and the Cold War that developed and was fought in a number of 'proxy' wars across the world. Running parallel to the examination of the differing foreign policy agendas mentioned above, the module will also explore 'the deconstruction' of the vital centre of American society and the subsequent upheaval as experienced through race, gender, religion, politics and culture; much of this upheaval was expressed through music, film and literature and had an influencing impact on society. The module will conclude by examining the collapse of the Soviet Union and examine the post-Cold War world.
	This systematic structure of the module helps to form learner knowledge and opinion. The two-hour weekly lectures will provide the knowledge forum and information on primary sources. Learners will receive readings on Moodle prior to attending lectures so their knowledge base is broadened and they can pose informed questions or offer informed contributions. This enables the learners to become more specialised in the discipline. Having attended lectures, read the required material, conducted research and displayed comprehension and analytical skills in written and verbal assignments, learners will have covered all the learning outcomes of this module.
Module Teaching and Learning Strategy	The teaching and learning strategy utilised for this module contributes to the development of the Carlow College graduate attributes in a number of ways, namely enhancing problem solving and communication skills through in-class discourse related to the assigned primary sources and debating their peers on an assigned debate topic.
	Learners will be required to complete two assignments on this module. They will undertake the research and writing of a 2,500-3,000 word essay based on relevant primary sources, supplementing their work with secondary readings. This will demonstrate that the learner can specialise in primary research, and present their findings in conjunction with contemporary academic opinion.
	The continuous assessment for this module will be a debate on a topic provided by the lecturer(s). Learners will be formed into debating teams to prepare their arguments. The debate will be conducted before the wider college community to prepare learners for further Level 9 or work-placed presentations. Learners will be expected to demonstrate an excellent command of concepts and demonstrate some originality of thought, address the central issues surrounding the topic assigned. They must develop a coherent arguments that demonstrates critical and analytical thinking and be able to respond to counter-arguments posed by the opposing debate team. They will have to examine and use primary source documents related to the topic, and integrate these into their overall argument. Learners will be expected to work as part of a team, engage the audience and use presentation aids effectively to enhance delivery.
Work-Based Learning and Practice-Placement	Not applicable

E-Learning	E-Learning on this module will be accessed through Moodle. Lecturers will upload notes from lectures to enable learners to follow progress and they will supplement reading lists with relevant journal articles and online primary sources links. The latter will allow learners to have direct links to sources relevant to course work.
	Lecturers will also enhance E-learning during tutorials and small-group work related to the online digital resources that contain the primary sources assigned for the module.
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners
	Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
	However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.
Module Summative and Formative Assessment Strategy	**Written Assessment**:
	Learners will submit a 1,250 – 1,500 word written summative assessment attracting a mark of 50%. (MIMLOs 1, 2, 3 and 4)
	Debate and Written Assessment [MIMLOs 1, 2, 4]:
	The debate and written piece of 1,000 words are a formative assessment and will attract a mark of (50%). The preparation and participation in this debate will further develop invaluable transferable skills like research, interpretation, presentation and critical analysis. The class will be divided, at random, into four groups. Each group will draft a speech/argument for a debate on the assigned topic by working with the two module lecturers. The debate will be held in audience and will be open to the wider Carlow College community.
	Learners will be graded on the following merits for the continuous assessment debates. Debate teams will have a supervising lecturer that will help will preparation and instruction on debating to enable a formative aspect to learning. The summative assessment will be based on the learner's debate and this will be submitted as a written piece.
	The marking rubric for the debate portion of the tutorial assignment is broken down into five categories: content, argument, use of primary sources, use of secondary sources and overall presentation. Each of the five categories are weighted equally and have a maximum total value of twenty points.
	Categories

	- Content
	    - Learners are expected: to demonstrate an excellent command of concepts and demonstrate some originality of thought; address the central issues surrounding the topic assigned and present those issues in a coherent manner.
	
	- Argument
	    - Learners are expected: to develop a coherent argument that demonstrates critical and analytical thinking; demonstrate an

	ability to respond to counter arguments posed by the other debate team.

	• Primary Sources
	    o Learners are expected: to examine and utilise primary source documents related to the topic assigned; integrate primary source material into their overall argument.
	
	• Secondary Sources
	    o Learners are expected: to examine and utilise secondary sources related to the topic assigned; demonstrate an excellent command of the secondary literature; demonstrate the ability to integrate these sources into the debate so that their argument is further solidified.
	
	• Overall Presentation
	    o Learners are expected: to present an argument in an articulate manner; work as a member of a team; engage the audience and use presentation aids effectively to enhance delivery.
	
	Presentation **25%**
	
	Written Work **25%**
	
	Upon completion of the essay and the debate, all learners should have demonstrated all the learning outcomes for this module.

Sample Assessment Materials	<u>**Sample Essays:**</u>
	1. Using the primary sources below, critically compare the United States and British/French approach to the Suez Crisis.
	    • Primary Sources for the United States – *United States Diplomacy and the Sinai and Suez Campaigns, October 29 – November 6, 1956* (https://history.state.gov/historicaldocuments/frus1955-57v16/ch2)
	    • Primary Sources for the United Kingdom – Parliamentary Sources (https://hansard.co.uk)
	2. Compare and contrast the aims and policies of the North Atlantic Treaty Organization and the Warsaw Pact up to 1970.
	3. Examine the impact of the Cold War on Western Europe between 1945 and 1965.
	
	<u>**Sample Continuous Assessment (Debate Topics):**</u>
	1. The United States and its allies were legally justified to invade Iraq (2003).
	2. Explore the causes and consequences of the Cuban Missile Crisis from the perspective of the United States and the Soviet Union.

Reading Lists and Other Information Resources	<u>**Essential Reading:**</u> Agnew, Jean-Christophe and Roy Rosenzweig, *A companion to post-1945 America* (Boston: Blackwell Publishing, 2006) Evans, Brad and Terrell Carver, *Histories of violence: Post-war critical thought* (London: Zed Books, 2017)

	Judt, Tony, *Postwar: A history of Europe since 1945* (New York: Penguin Books Ltd., 2005) Lundestad, Geir, *The United States and Western Europe since 1945* (Oxford: Oxford University Press, 2003) McCormick, John, *Understanding the European Union: A concise introduction*, 5th edn (Basingstoke: Palgrave Macmillan, 2011) **Other Reading:** Chafe, William H., *The Unfinished Journey: America Since World War II*, 8th edn (Oxford: Oxford University Press, 2015) Freeman, Joshua, *American empire: The rise of a global power, the democratic revolution at home, 1945–2000* (New York: Penguin Books, 2012) Gaddis, John Lewis, *The Cold War: A new history* (London: Penguin, 2005) Hitchcock, William I., *The struggle for Europe: The turbulent history of a divided continent, 1945 to present* (New York: Anchor Books, 2004) Houghton, David Patrick, *The decision point: Six cases in U.S. foreign policy decision making* (Oxford: Oxford University Press, 2013) Immerman, Richard H. and Petra Goedde (eds), *The Oxford Handbook of the Cold War* (Oxford: Oxford University Press, 2016) Perry, Marvin, Matthew Berg, and James Krukones, (eds), *Sources of European history: Since 1900*, 2nd edn (Boston: Wadsworth, 2010) **Online databases and primary sources**: The American Presidency Project (APP) Avalon Project – Documents in Law, History and Diplomacy (Yale University) EBSCO JSTOR Primary Sources for the United Kingdom – Parliamentary Sources Wilson Centre Digital Cold War Archives
Module Physical Resource Requirements	Lecture hall, IT facilities for Microsoft PowerPoint and a functioning sound system for digital media.