

## Nation States and Global Conflict 1877-1945

<b>Section A: Headline Information</b>	
<b>Module title</b>	Nation States and Global Conflict, 1877-1945
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Elaine Callinan/Dr Eric Derr
<b>Parent programme(s)</b>	BA (Honours) in English and History
<b>Stage of parent programme</b>	2
<b>Semester (semester1/semester2 if applicable)</b>	2
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, tutorials, online primary and digital resources, film and documentaries.
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 1 of the programme or equivalent is required.
<b>Pre-requisite module titles</b>	Revolutions in the Transatlantic World, 1763-1877
<b>Co-requisite module titles</b>	No
<b>Is this a capstone module? (Yes or No)</b>	No
<b>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)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
<b>Maximum number of learners per module</b>	35
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2.33
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture hall, Small group-work room, IT facilities and Library.
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		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					
24	1:15	4	1:15				97 Self-directed learning 50 Assessment preparation and writing (47)			125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				40%			60%	100%		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	<p>This module explores the political, revolutionary and cultural history of Europe and the Americas during the late modern period. It builds upon the studies taken by learners in Semester 1, Stage 2 and prepares them for further in-depth analysis of the world at war in Stage 3.</p> <p>This module, coupled with the module in semester one, will facilitate the ability to consider areas of history a learner might wish to study in greater detail at Stage 4.</p> <p>Upon completion of this module learners will have enhanced their competency in research, writing and verbal skills, thus contributing to the achievement of the programme learning outcomes.</p>
<b>Module Aims and Objectives</b>	<p>This module will provide a broad synthesis of a long and crowded period of history that will cover the main themes and ideologies of liberalism, imperialism, fascism and communism. This was an era that became dominated by conflicting concepts of national self-determination which sparked war and eventually led to a move in Western Europe towards unity. These factors will be placed in an historical and chronological context and will allow learners to assess the impact political ideologies</p>

	<p>and conflicts had on society.</p> <p>This module expands on Semester 1 in a logical manner to provide progression in learning; it further encourages learners to hone research and writing skills. The module advances the learners' understanding of the modern history of Europe and the Americas and the evolution of political thought. Learners will analyse how the great powers of Europe engaged in imperial expansion and reorganisation to secure manpower, economic resources, territory and prestige in an attempt to gain primacy against their European rivals. Learners will engage with how global expansion impacted nations, economies, cultures and societies around the world which ultimately culminated in a re-examination of political structures and two world wars.</p>
<p><b>Minimum Module Learning Outcomes</b></p>	<p>On successful completion of this module learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a comprehensive knowledge of this period and the variety of historical perspectives that are employed by historians studying this period. (MIPLO 1, 2, 4, 5, 8)</li> <li>2. Select, interpret, evaluate and use different types of source material for best effect in essay and other forms of writing. (MIPLO 2, 4, 7)</li> <li>3. Employ library and digital skills to prepare for assignments as individuals and members of a group. (MIPLO 3, 4, 5, 6, 8)</li> </ol>
<p><b>Information Provided to Learners about the Module</b></p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>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.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p><b>Module Content, Organisation and Structure</b></p>	<p>This module will begin with an investigation into the formation of national identities and the consolidation of nation-states in France, Germany, Russia and Italy and ideologies of liberal democracy, socialism and communism, and fascism. Particular emphasis will be placed on how nation-states actively sought global domination through imperial expansion and reorganisation. The increased competition for resources, territory, manpower and prestige had irreversible consequences globally, especially in areas of the world where the power struggle between nation-states largely took place.</p> <p>The crescendo of this competition, along with the development of large standing armies and a complex alliance system, had political consequences in Europe that ultimately led to the Great War. The failure to achieve a stable peace settlement after World War I, coupled with domestic unrest across Europe, brought about political, economic and social instability. The Russian Revolution (1917) pitted communism against capitalism and far-right movements in Spain, Italy and Germany pitted fascism against democracy. The failure of the League of Nations to create a new world order resulted in rising tensions throughout Europe as dictators actively sought to consolidate and expand their power and influence. The environmental impact of these historic happenings will also be examined in a lecture titled Environment of cities (looking at the challenges of the first large industrial and</p>

	<p>imperial cities: pollution, food supply, public health etc.).</p> <p>The chronological structure of this module allows learners to immerse themselves in the history of Europe and the Americas in a systematic manner.</p>
<b>Module Teaching and Learning Strategy</b>	<p>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, collaboration and communication skills. These are achieved by the in-class discourse and the continuous assessment project working with primary sources and presenting their group work to the rest of the learners registered on the module.</p> <p>Teaching will take place weekly in the form of two-hour lectures with a supporting tutorial that meets ever fortnight. During lectures the module themes are mapped and key arguments and concepts will be explored through discussion of relevant literature. The overarching goal of each lecture is to provide an overview of the main forces at play. Learners will be guided in online research to ensure that accurate and relevant information is used for completing their continuous assessment. A function of the lectures and tutorials is to guide the learner towards high quality research appropriate to the module; and to enable the learner to consider choices that might inspire further study at a later stage in the degree programme.</p> <p>In addition to the two-hour lectures, four tutorials will be facilitated where attendance is compulsory. Each tutorial will examine a treaty/doctrine or government document and the learner, as part of a group, will make a presentation to the rest of the tutorial class. This will begin the process of preparing learners for longer presentations and will aid in building the confidence of the learner. Tutorials will provide a forum for learners to engage with the course in smaller group numbers, debate topics, ask questions and form opinions.</p>
<b>Work-Based Learning and Practice-Placement</b>	Not applicable
<b>E-Learning</b>	<p>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.</p> <p>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.</p>
<b>Specifications for Module Staffing Requirements</b>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<b>Module Summative and Formative Assessment</b>	<p><b>Continuous Assessment (MIMLOs 1, 2, 3) :</b></p> <p>The continuous assessment for this module will be a formative assessment to enable</p>

<p><b>Strategy</b></p>	<p>learners to work in small groups and hone in on their presentation/communication skills. Learners will conduct supervised self-directed learning within a team/group environment. The team/group will write up a short (800-1000 words) piece that relies on primary source material they have investigated and design a poster to supplement the written piece. This will allow learners with a more creative approach to exercise their skill, and will encourage learners to place ideas, thoughts and research into a very concise document for presentation. Learners will receive 40% of their grade from this assignment.</p> <p><b>Exam (MIMLOs 1, 2):</b></p> <p>This module will have a two-hour exam component that encourages learners to write short coherent essays under exam conditions. The objective is to encourage a move towards more focussed work that will benefit in third and fourth years. Information gathering and presentation will enable the learner to hone skills that will also be useful in the workplace. Learners will receive 60% of their grade from this assessment.</p> <p>Upon completion of the module and the assignments learners should have demonstrated that they have met all the module learning outcomes.</p>
<p><b>Sample Assessment Materials</b></p>	<p><b>Sample continuous assessment assignment:</b></p> <ol style="list-style-type: none"> <li>1. <i>Triple Alliance</i> (1882)</li> <li>2. <i>Treaty of Versailles</i> (1919)</li> <li>3. <i>Atlantic Charter</i> (1941)</li> </ol> <p>Lecturer(s) will split the tutorial class into small groups of three, and assign each group a treaty/doctrine or government document to research.</p> <p>Learners will be asked to use the primary source that has been assigned to their group to write up a short piece (800-1,000 words) to: explain the causes for the treaty/doctrine or government document; content contained in the document and the outcomes of the document. Learners will then design a poster that encompasses the main points of the treaty/doctrine or government document. Groups will present their findings to the class during the final tutorial.</p> <p><b>Sample exam questions:</b></p> <ol style="list-style-type: none"> <li>1. In what ways were national identities formed between 1877 and 1945? Discuss with reference to one or more countries.</li> <li>2. What impact did imperial expansion and reorganisation have on Latin America? Discuss with reference to one or more countries.</li> <li>3. How close did the European powers come to resolving the legacy of the World Wars in the peace treaties of 1919-20 and 1944-45?</li> </ol>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b></p> <p>Davies, Norman, <i>Europe, A History</i> (Oxford: Oxford University Press, 1996)</p> <p>Jackson, Julian, <i>Europe, 1900 – 1945</i> (Oxford: Oxford University Press, 2002)</p>

	<p>Lears, Jackson, <i>Rebirth of a Nation: The making of modern America, 1877-1920</i> (New York: Harper Perennial, 2010)</p> <p>Merriman, John, <i>A History of Modern Europe, From the French Revolution to the Present</i>, Volume 2 (New York: W.W. Norton and Company, 2004)</p> <p><b>Other Reading:</b></p> <p>Bury, J.P.T., <i>France 1814-1940</i> (London: Routledge, 2003)</p> <p>Fitzpatrick, Sheila, <i>The Russian Revolution</i> (Oxford: Oxford University Press, 2008)</p> <p>Hanigan, Robert, <i>The new world power: American foreign policy, 1898-1917</i> (Philadelphia: University of Pennsylvania Press, 2002)</p> <p>Kinsbruner, Jay, <i>Independence in Spanish America: Civil wars, revolutions, and underdevelopment</i>, 2<sup>nd</sup> edn (Albuquerque, NM: University of New Mexico Press, 2003)</p> <p>Pulzer, Peter, <i>Germany 1870-1945: Politics, state formation, and war</i> (Oxford: Oxford University Press, 1997)</p> <p>Riley, Dylan, <i>The civic foundations of fascism in Europe: Italy, Spain and Romania, 1870-1945</i> (Baltimore: Johns Hopkins University Press, 2010)</p> <p>Robson, Mark, <i>Italy: The rise of fascism, 1896-1946</i>, 4<sup>th</sup> edn (Abingdon: Hodder Education, 2015)</p> <p>Simms, Brendan, <i>Europe: The struggle for supremacy from 1453 to the present</i> (New York: Basic Books, 2013)</p> <p><b>Online Databases and Primary Sources</b></p> <p>Avalon Project – Documents in Law, History and Diplomacy (Yale University)</p> <p>EBSCO</p> <p>JSTOR</p> <p>Library of Congress (United States)</p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Lecture hall, IT facilities for Microsoft PowerPoint and a functioning sound system for digital media.</p>