

## Nation States, Empires & Global Conflicts, 1877-1945

7.1 Module Overview									
Module Number		Module Title	Nation States, Empires and Global Conflict, 1877-1945						
Stage of Principal Programme			2	Semester	2	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>Independent self- direct reading</li> </ul>					✓	66			
<ul style="list-style-type: none"> <li>Research, preparation and completion of assessment</li> </ul>					✓	31			
Total						125			

Pre-Requisite Module, if any. Module # and Title	Revolutions in the Transatlantic World, 1763-1877	
Co-Requisite Module, if any. Module # and Title	N/A	
Maximum number of learners per instance of the module	120	
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in History or closely cognate area	1:120
Tutor	A minimum level 9 qualification in History or closely cognate area	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	50%	Proctored Exam – in person	50%	Practical Skills Based	
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Demonstrate a comprehensive knowledge of this period and the variety of historical perspectives that are employed by historians studying this period.	1, 2, 3, 4
2. Select, interpret, evaluate and use different types of source material for best effect in essay and other forms of writing.	1, 3, 4
3. Employ library and digital skills to prepare for assignments as individuals and members of a group.	4, 5, 6

7.3 Indicative Module Content, Organisation and Structure
<p>This module will begin with an investigation into the formation of national identities and the consolidation of nation-states in France, Germany, Russia, Italy and the United States 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, and what this meant for the colonised. 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. This ultimately led to the Great War and the collapse of four empires. 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. This period was also a time of rapid environmental and urban change, including the environmental and social impact of the wars, displacement, and the growing role of sanitation, public health and labour organisation. The module will engage with the themes of gender and race in the United States by examining the women's rights movement and Jim Crow, and with health and other social inequalities. This theme will be discussed in a lecture titled Environment of Cities (looking at the challenges of increasing urbanisation: pollution, food supply, sanitation, 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>

7.4 Work-based learning and practice-placement (if applicable)
N/A

7.5 Specific module resources required (if applicable)
N/A

7.6 Application of programme teaching, learning and assessment strategies to this module
<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 every fortnight. During lectures the module themes are mapped and key arguments and concepts will be explored</p>

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.

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.

### **Poster Presentation and Essay**

The continuous assessment for this module will be a formative assessment to enable 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. Learners will be broken into small groups and assigned a primary source document. As a group, the learners will design a poster on the primary source document and present the poster in the last tutorial. 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 also write a short (800-1000 words) essay that relies on the primary source assigned as part of the poster presentation. Learners will receive 20% for the poster and presentation and 20% for the essay.

### **Exam**

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 50% of their grade from this assessment.

### **In-Tutorial Attendance**

Tutorials are fundamental to the module as they provide the learner with the opportunity to engage with primary source documents and engage with each other to develop analytical and critical thinking skills within the field of history. Tutorial time will be allocated for learners to work in groups on the poster. An attendance mark for tutorials will comprise 10% of the overall grade.

## 7.7 Summative Assessment Strategy for this module

<b>MIMLOs</b>	<b>Technique(s)</b>	<b>Weighting</b>
<b>2, 3</b>	<b>Poster Presentation:</b> learners will be assigned a primary source document and will design a poster as part of a group.	<b>20%</b>
<b>1, 2</b>	<b>Essay:</b> learners will write an individual essay (800-1000 words) related to the primary source assigned.	<b>20%</b>
<b>1</b>	<b>Two-Hour Proctored Exam:</b> learners will answer questions related to key module themes and contexts in relation to core texts.	<b>50%</b>
<b>N/A</b>	Tutorial Attendance: learners must attend and will be marked for their attendance at tutorials	<b>10%</b>

## 7.8 Sample Assessment Materials

### **Poster Presentation**

Below are sample primary source documents:

1. *Rome Arrangement* (1907)
2. Chinese Exclusion Act, 1882
3. 19<sup>th</sup> Amendment of the US Constitution (1920)
4. Treaty of Sèvres (1920)
5. *Atlantic Charter* (1941)

Sources are chosen to examine a range of topics including geopolitics and social disadvantage – health and exclusion of certain groups, for example. Lecturer(s) will split the tutorial class into small groups and assign each group a treaty / doctrine or government document to research. Using the primary source assigned to their group, learners are asked to design a digital poster and deliver a group presentation that encompasses the following key points:

- explains the causes for the treaty / doctrine or government document;
- engages with the content contained in the document; and
- analyses the outcomes of the document.

The poster and presentation, which is a group mark, will be marked on the following:

- Appearance (25%)
  - Creativity / Graphics / Readability
- Content (50%)
  - Introduction
  - Organisation / Narrative
  - Historical Significance
- Presentation (25%)
  - Evidence of Teamwork
  - Met the required minimum length (7-10 minutes)

**Essay:**

Learners will be asked to use the primary source that has been assigned to their group to write up a short (800-1,000 words) essay. Using the primary source assigned to their group, learners will write an essay that:

- explains the causes for the treaty / doctrine or government document;
- engages with the content contained in the document; and
- analyses the outcomes of the document.

The essay will be submitted to Turnitin and both the essay mark and group poster presentation mark will be provided with the essay feedback.

**Exam:**

Sample exam questions:

1. In what ways were national identities formed between 1877 and 1945? Discuss with reference to one or more countries.
2. What impact did imperial expansion and reorganisation have on Latin America? Discuss with reference to one or more countries.
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?

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

**Indicative Core Readings**

Briggs, Asa and Patricia Clavin, *Modern Europe, 1789 – Present* (New York: Routledge, 2013).

Ghervas, Stella. *Conquering Peace, From the Enlightenment to the European Union* (Harvard: Harvard UP, 2021).

Mann, Michael, *The Sources of Social Power: Global Empires and Revolution, 1890 – 1945*, 4 vols (New York: Cambridge University Press, 2012).

Osterhammel, Jürgen, *The Transformation of the World: A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2014).

Satia, Priya, *Time's Monster How History Makes History*, Belknap Press 2020.

Shi, David and George B. Tindall, *America: A Narrative History*, 10<sup>th</sup> edn (New York: W.W. Norton and Company, 2016), chapters 17 – 26.

**Indicative Other Readings**

***The list below is only a sample list and will be supplemented with articles relevant to individual texts / themes.***

Ambrosius, Lloyd E., *Woodrow Wilson and American Internationalism* (Cambridge: Cambridge University Press, 2017)

Cahill, Cathleen D., *Recasting the Vote: How Women of Color Transformed the Suffrage Movement* (Chapel Hill: The University of North Carolina Press, 2020).

Forde, Kathy Roberts and Sid Bedingfield, *Journalism and Jim Crowe: White Supremacy and the Black Struggle for a new America* (Urbana: University of Illinois Press, 2021).

Hobsbawm, Eric, *Nations and Nationalism since 1780: Programme, Myth, Reality* (Cambridge: Cambridge University Press, 1992).

Knutsen, Torbjorn, *A History of International Relations Theory* (Manchester: Manchester University Press, 2016).

Merriman, John M., *A History of Modern Europe, From the Renaissance to the Present*, 3<sup>rd</sup> edn (New York: W.W. Norton, 2010).

Otele, Olivette, *African Europeans* (London: Hurst, 2020).

**Online Databases and Primary Sources:**

Avalon Project – Documents in Law, History and Diplomacy (Yale University)

Carrie Chapman Catt Center for Women and Politics – *Women's Suffrage Digital Collections* (Iowa State University)

Modern History Sourcebooks (Fordham University)

1914-1918 Online: International Encyclopaedia of the First World War

EBSCO Academic Worldwide E-Book Library

JSTOR