1. **Title of the module**

FOUN0001 (LZ001) History for University Study

1. **School or partner institution which will be responsible for management of the module**

Centre for English and World Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 3

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn, Spring & Summer

1. **Prerequisite and co-requisite modules**

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits),

**JYA English Plus Programme Students:**

There are no co-requisite modules for JYA English Plus students

1. **The programmes of study to which the module contributes**

International Foundation Programme and JYA English Plus

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate an understanding of some of the key historical developments that have shaped modern European society.
   2. Demonstrate an ability to talk and write critically and analytically through knowledge of the broader historical context.
   3. Form own arguments on themes in history and integrate these appropriately with source material in written form.
   4. Demonstrate an understanding of historiography, and to recognise the importance of primary versus secondary historical source material.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Apply improved study skills and academic English to help them cope with the demands of their future undergraduate programmes, such as giving presentations, seminar discussion, supporting arguments, reading, note-taking, research, essay writing and referencing
   2. Demonstrate a sense of responsibility in seminars towards their peer group.
   3. Improve their skills of time management, project management and individual responsibility towards learning.
   4. Use available facilities (library, IT, etc.).
   5. Demonstrate skills in appropriately evaluating and understanding academic source materials on offer without plagiarising.
   6. Demonstrate analytical and critical thinking skills relevant to conventions of academic discourse.
   7. Understand the structure and workings of British universities.
3. **A synopsis of the curriculum**

The last decades of the nineteenth century witnessed a growing rivalry between the newly formed German state and other so-called Great Powers including Britain, France and Russia. Tensions between these nations would erupt in 1914, and again in 1939, as these powers embarked upon catastrophic conflicts that witnessed the deaths of millions. In Russia, the catastrophe of the First World War led to the birth of a new political regime – the Soviet Union – while Europe also found itself rivalled by the emergence of a new superpower: the USA. Indeed, in the aftermath of the Second World War a new tension arose between the Soviet Union and the Americans, with European nations drawn into their spheres of influence. Europe was divided between east and west by what Winston Churchill had described in 1946 as an ‘iron curtain’, with Germany at its centre. After decades of tensions, it was perhaps fitting that Berlin was the setting for the fall of a system with its roots in the political machinations of the late nineteenth-century.

This module will challenge develop their understandings of political, economic, social and cultural developments in modern European history, increasing their historical knowledge and engaging with key historiographical debates. Utilising a range of primary and secondary sources, students will be encouraged to discuss complex developments in a structured and critical way. These skills will be introduced to students through the consideration of a number of topics including: the Revolutions of 1848; the rise of Germany as a major European Power; Revolutionary Russia and the rise of the Soviet Union; the European experiences of the First and Second World Wars; the origins of the Cold War; the division of Europe; the European relationship with the USA; European détente; the revolutions of 1989.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Blanning, T.C.W. (2000). *The Oxford History of Modern Europe*. Oxford: Oxford University Press.
* Leffler, M. and Westad, O. (eds) (2010). *The Cambridge History of the Cold War* (3 vols). Cambridge: Cambridge University Press.
* Smith, H. (ed.) (2011). *The Oxford Handbook of Modern German History*. Oxford: Oxford University Press.
* Suny, R. (ed) (2006). *The Cambridge History of Russia vol. 3*. Cambridge: Cambridge University Press.
* Vinen, R. (2002). A *History in Fragments: Europe in the Twentieth Century*. London: Abacus.

1. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *96* |
| Private study hours: | *204* |
| Total Study hours: | *300* |

1. **Assessment methods**
   1. Main assessment methods

Assignment 1 (1000 words) (15%)

In Course Test 1 (45 minutes) (15%)

Assignment 2 (1500 words) (25%)

Seminar participation (5%)

Examination, (2 hours) (40%)

JYA English Plus alternative assessment in lieu of exam:

Written Assignment (1,500 words)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** |  |  | **x** |  |  |  | **x** | **x** |  | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| workshops | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private Study |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Written Assignment | **x** |  | **x** |  | **x** |  | **x** | **x** | **x** | **x** |  |
| Written Test | **x** |  | **x** |  |  |  | **x** | **x** | **x** | **x** |  |
| Written Assignment | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| Seminar mark based on preparation and performance | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Final Examination  or  JYA written assignment | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module has a strong international focus examining industrialisation, revolution, imperialism and war using examples from British, French, German and Russian historical perspectives. Students are encouraged to draw parallels with modern examples from other countries and to analyse how historical events have shaped modern Europe. Students should utilise sources from a range of international perspectives. Ideas from different international angles will be discussed in seminar and workshop discussions and in essay assignments.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/07/17 | Major | September 2017 | 8, 10, 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018