1. **Title of the module**

HIST6045 (HI6045) - Origins of the Second World War

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

School of History

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

Level 6

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

60 credits (30 ECTS)

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

Autumn and Spring

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

None

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

BA History

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Analysed in depth the diplomacy and politics of Britain, the major European powers, the United States and Japan in the period 1919-1939 and explained how they contributed to the outbreak of the Second World War.

8.2 Analysed and deconstructed the various historiographical debates among historians relating to the origins of the Second World War through seminar discussion, course work and unseen examination.

8.3 Analysed and discussed a variety of primary sources relating to the origins of the Second World War through seminar discussion and through course work.

8.4 Demonstrated a detailed knowledge of the changing diplomatic strategies and political agendas of Britain, the major European powers, the United States and Japan in the period 1919-1939.

8.5 Demonstrated a sophisticated grasp of the attitudes and policies of the key statesmen of the period 1919-1939 and how their actions contributed to the outbreak of the Second World War in 1939.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Develop critical capacities to assess both historical and contemporaneous evidence, compelling the presentation of written arguments in a coherent and structured way through essay writing and examination answers.

9.2 Participate in seminars which will increase their confidence in making oral arguments and short presentations before an audience.

1. **A synopsis of the curriculum**

This module will provide you with an opportunity to discuss the international diplomacy and politics of the period, 1919-1939; that is, between the two world wars. This was an era of unprecedented historical complexity.

Themes and issues covered include the fulfilment of the peace-making objectives of the victorious powers at the end of the First World War; the tensions between the European and imperial agendas of Britain and France; the idea of the 1920s as a large-scale experiment in democratisation; the impact of the extreme ideologies of the right and left on international affairs; the impact of cultural nationalism on international diplomacy; the work and role of the League of Nations; the disarmament/rearmament debate; the quest to ban war; the individual diplomatic strategies of Britain, the major continental European powers, the United States and Japan between 1919-1939 and how they changed; the major treaties of the period, including the Treaty of Versailles and the other peace treaties signed in Paris in 1919; the Treaty of Locarno (1925); the Kellogg-Briand Pact (1928); the Four Power Pact (1933)l the Anglo-German Naval Agreement (1935); the Rhineland Crisis (1936); the diplomatic tensions caused by the fascist dictators, including an in-depth analysis of the Spanish Civil War; the statecraft of international diplomacy in the interwar period and the quest for appeasement.

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

Bell, P.M.H., The Origins of the Second World War in Europe (London: Longman, 1996).

Carr, E. H., The TwentyYears’ Crisis 1919-1939 (London: Victor Gollancz, 1939).

Costigliolia, F., Awkward Dominion (New York: Cornell University Press,1984).

Craig, G., and F. Gilbert (eds.) The Diplomats: 1919-1939 (Princeton: Princeton University Press, 1994).

Iriye, A., The Globalizing of America, 1913-1945 (Cambridge: Cambridge University Press, 1993)

Louis, W., British Strategy in the Far East, 1919-1939 (Oxford: Oxford University Press, 1971)

Martel, G. (ed.), AJP Taylor and the Origins of the Second World War: Reconsidered after Twenty-Five Years (London: Longman, 1986).

Reynolds, D., The Creation of the Anglo-American Alliance (Cambridge: Cambridge University Press, 1981).

Reynolds, D., The Long Shadow. The Aftermath of the First World War in the Twentieth Century (Cambridge: Cambridge University Press, 2013).

Steiner, Z, The Lights that Failed. An International History of Europe, 1919-1933 (Oxford: Oxford University Press, 2006).

Steiner, Z., The Triumph of the Dark. An International History of Europe, 1919-1939 (Oxford: Oxford University Press 2011).

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

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

Essay 1 3000 words 12%

Book Review 1500 words 6%

Document Analysis 1500 words 6%

Essay 2 3000 words 12%

Presentation 15-minutes 4%

Examination 1 2 hours 30%

Examination 2 2-hours 30%

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* | *8.5* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Lectures | **X** | **X** |  | **X** | **X** | **X** |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay 1  | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Book Review | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Document Analysis | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examinations | **X** | **X** |  | **X** | **X** | **X** |  |

1. **Inclusive module design**

The School 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**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**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) |
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Revised FSO Jan 2018