1. **Title of the module**

The United Nations in the Twentieth Century

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 (Hons) History, BA (Hons) History Joint Honours Programmes

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

8.1 Understand and critically assess the governing structures and organisation of the United Nations.

8.2 Critically evaluate the United Nations’ role in the areas of economic development, human rights, international law and cultural heritage in the twentieth century.

8.3 Analyse why the United Nations was created drawing on a range of primary sources.

8.4 Assess the role of institutional frameworks in directing policy in a global organisation.

8.5 Situate the history of the United Nations in the context of the mid-twentieth century decolonisation of European empires and the creation of new independent nations.

8.6 Critically analyse the United Nations performance in achieving its aims through a series of individual case studies.

8.7 Develop a systematic understanding of the challenges faced by the United Nations in the twenty-first century through a detailed knowledge of its history.

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

9.1 Write informed and cogent essays, and commentaries on documents, under pressure of time.

9.2 Work critically with primary materials, local and international newspapers, pamphlets, autobiographies, and contemporary film and video resources.

9.3 Develop their ability to navigate, identify, absorb and react to a substantial amount of material related to the subject in various formats.

1. **A synopsis of the curriculum**

The United Nations was established by the victorious states of the Second World War in 1945. The preamble to the Charter of the United Nations declared that the organisation’s aim is to ‘save succeeding generations from the scourge of war’; promote fundamental human rights and the rights of nations large and small; maintain international law and promote social progress. This module will explore how successfully the organisation has met its founding ideals. In doing so, it will consider major issues that faced the United Nations during the first fifty years of its existence. It will examine how policy was formulated in the committee rooms of the General Assembly and the Security Council. It will then explore how effective such policy proved in the context of the Cold War and the changing post-colonial environment of the late twentieth century.

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

CARPENTER, T. G. (ed) (2001) Delusions of Grandeur: The United Nations and Global Intervention. Washington DC: Cato Institute.

FINKELSTEIN, L. S. (ed) (1990), Politics in the United Nations System. Durham, NC: Duke University Press.

GARIES, S. B. (2012) The United Nations. Basingstoke: Palgrave Macmillan.

KARNS, M. P. and MINGST, K. A. (2009) International Organizations. New York: Lynne Rienner Publishers inc.

KI-MOON, B. and AHTISAARI, M. (2015) The United Nations at 70. New York: Rizzoli International Publishers.

KENNEDY, P. (2007) The Parliament of Man: the past, the present, and the future of the United Nations. London: Penguin.

MAZOWER, M. (2013) No Enchanted Palace. Princeton: Princeton University Press.

MEISLER, S. (2011) United Nations: A History. New York: Grove Press.

RYAN, S. (200) The United Nations and International Politics. New York: Palgrave Macmillan.

WEISS T. G. and DAWS S. (eds) (2007), The Oxford Handbook on the United Nations. Oxford: Oxford University Press.

1. **Learning and teaching methods**

Total Contact hours: 60

Total Private study: 540

Total Study hours: 600

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

Essay 1 3000 words 10%

Essay 2 3000 words 10%

Essay 3 3000 words 10%

Gobbets Exercise 2000 words 10%

Exam 1 2 hours 30%

Exam 2 2 hours 30%

13.2 Reassessment methods

100% Coursework (5500 words)

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* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| *Lecture* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Gobbets exercise* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay 1* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay 2* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay 3* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Examination 1* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Examination 2* | **x** | **x** | **x** | **x** | **x** | **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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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