

Module Title	CONTINUITY AND CHANGE IN CONTEMPORARY BRITAIN		Date of Approval		Feb-20
Module Code	5HY514	Module Level	5	Credit value	20
Module Delivery Mode	Online/Distance <input type="checkbox"/>		Blended/Face to Face <input checked="" type="checkbox"/>		Work-Based Learning <input type="checkbox"/>
			Hours of work experience: Choose an item.		
Module Description	<p>The module examines the evolution of contemporary British society and politics, through a study of key themes and debates in the history of Britain since 1945. This will involve the discussion of issues such as the evolution of the Welfare State; the basis of the post-war political consensus; Britain's economic performance; British identity, nationalism and devolution; the impact of changing social and cultural attitudes in the 1960s and 1970s; immigration and the development of a multi-cultural society; the impact of Thatcherism; the modernising agenda of New Labour; and the consequences for Britain of the global economic crisis in 2008. The module will also consider the challenges that have faced Britain on the global stage, examining the factors that shaped the retreat from empire and how well Britain has coped with its diminished influence. This will involve discussion of Britain's military power; the ties with its former colonies; and the significance of its relationship with the United States. There will be an assessment of the complex factors that have influenced Britain's attitude towards European integration and membership of the EU.</p>				
Module Learning Outcomes	<p>On successful completion of the module, you will be able to:</p> <ol style="list-style-type: none"> 1. Identify and evaluate the concepts and historiographical debates relevant to an understanding of contemporary British history. 2. Assess the methodological issues arising from the writing and interpretation of contemporary British history. 3. Explain the processes of continuity and change that have shaped Britain since 1945. 4. Communicate and defend your arguments in writing and in class debates. 				
Module Content	<p>The module will examine how far the social and political consequences of the Second World War helped to radically reshape Britain. It will consider the apparent emergence of a new political consensus by the 1950s, characterised by Keynesian economics and a commitment to an expanding Welfare State, highlighting the extent to which competing political ideologies continually sought to break free from these ideas and priorities. It will look at the ideological debates of the 1970s and 1980s, evaluating the extent to which the governments of Margaret Thatcher helped to permanently reshape Britain. It will assess the impact of the New Labour experiment and the fracturing of politics in Britain following the financial crisis in 2008. Differing theories on Britain's economic performance will be discussed, including an examination of debates on welfare overload; imperial overload; the influence of culture and politics; privatisation and nationalisation; and the role of the trade unions. The module will examine the impact of</p>				

	<p>post-war immigration on British society, with a focus on the experiences of those who came to Britain from the Commonwealth. The module will examine the significance of popular culture since the 1950s. It will consider the extent to which the 1960s witnessed the beginnings of significant social and cultural change in Britain. There will be a discussion of the growth of popular culture, the decline of organised religion and the growth of multiculturalism. There will be an examination of changing attitudes and structures with reference to class and gender. There will be an examination of theories on decolonisation and analysis of the domestic impact of Britain's decline as a world power. The significance of Britain's continued involvements overseas will be discussed, including the role in the formation of NATO and the decision to develop as a nuclear power. The module will look at Britain's relationships with her European neighbours; and the issues and debates that have arisen concerning British membership of the European Union. The module will look at challenges to the integrity of the United Kingdom from nationalism within the constituent nations of the union and the weakening of British identity.</p>	
<p>Module Learning and Teaching</p>	<p>Scheduled Learning and Teaching Activities</p>	<p>25%</p>
	<p>Guided Independent Study</p>	<p>75%</p>
	<p>Placement Learning</p>	<p>0%</p>
<p>Module Assessment</p>	<p>Component 1: PRACTICAL Summary of Assessment Method: Seminar participation, including assessment of a class presentation and engagement in class discussion. You will submit a 1,000-word reflection on how your presentation and participation in the seminar debates has developed your understanding of post-war British history.</p> <p>Weighting: 40% Assesses Learning Outcomes: 3 & 4</p> <p>Component 2: COURSEWORK Summary of Assessment Method: A 2,000-word essay chosen from a list of questions examining key aspects of post-war British history</p> <p>Weighting: 60% Assesses Learning Outcomes: 1 & 2</p>	
<p>Reading List</p>	<p>Link to Aspire</p>	

Module Specification

This Module has been ratified by the University of Derby, deeming it to be compliant with all relevant external and internal reference points, regulations and legislation on 30/10/2020.

The module is delivered in line with the University of Derby's key policies and regulations, and the University ensures that appropriate resources and qualified staff are in place for the delivery of the Module.

Module Code	5HY515			
Module Title	One Century of Earth's Story			
Module Level	5			
Credit value	20			
JACS code	V100			
Hrs work experience	0			
Awarding Institution	University of Derby			
Academic Regulation	Conforms to UG Regulations	Standard, yes.	Derogations	None
PSRB	None			
End Point Assessment	n/a			
Module Overview	<p>This History module builds upon students' understanding of the historical context gained at Level 4 by exploring and examining a range of over-arching themes and phenomena manifest over the last century or more. The content of each iteration of the module will vary depending upon current events and debates, with the aim of allowing students to bring historical understanding of contexts and trends to bear upon contemporary issues and concerns relating to salient issues facing societies, polities, peoples, and the environment.</p> <p>This module adopts both a chronological and a thematic approach. Students will be encouraged to read extensively and compare perspectives from different evidence sources, predominantly academic articles and monographs, but also alternative sources such as political speeches and debates, news reports, personal accounts and memoirs.</p> <p>By means of tutorials and seminars significant developments and themes will be explored, sometimes in considerable depth, and students will attain a good range of knowledge and understanding relating to events, political and social processes, and institutions.</p>			
Module LOs	1. Students will be able to synthesise and analyse information from a range of sources and contribute appropriately to tutor-moderated seminar debates.			

	2. Students will be have begun to develop the ability to interrogate and challenge established interpretations of political and/or historical developments.						
Programmes that this module runs on	<i>Pro-gramme code</i>	<i>Module status [Core/Option]</i>	<i>Mode of study</i>	<i>Location of delivery</i>	<i>Language of delivery</i>	<i>PLOs the module delivers</i>	
	BA Global Affairs and Politics Code tbc	Core	Bl.	UoD	English	PLO5.3	
Module Assessment	<i>Number</i>	<i>Type [Grade d/PF]</i>	<i>Format [i.e. coursework , practical, exam]</i>			<i>Weighting in %</i>	<i>MLO assessed</i>
	1	Graded	Coursework: seminar participation			40	1
	2	Graded	Coursework			60	2

Appendix for Apprenticeship Standard or PSRB curriculum mapping

PLO code	Module [mod code + MLO#]	Standard/Curriculum LO or core competencies/ skills

Module Specification PART B: Confirmation

The information in this section is not required for validation of a programme/ module but serves the purpose of robust and compliant operationalisation of the validated and ratified programme/ module.

Module Information:

Module Title	One Century of Earth's Story
Module Code	5HY515
Independent Study module	No

(Yes or No)	
Ethics module (Yes or No)	No
Owning College	Arts, Humanities and Education
Owning School/ Department	School of Humanities and Journalism
Owning Discipline	Humanities
Grading basis*	UPS

* Options here are: 'UPS' = Standard undergraduate regulations; 'NCP' = Non-compensatory, all elements of the module need to be passed with a minimum of a 40% or above; 'PFU' = Pass/Fail (Undergraduate); 'PPS' = Postgraduate regulations (Postgraduate); or 'PFP' Pass/Fail (Postgraduate)

Assessment details:		
Module Code and Title	Type [from Part A] i.e CW (coursework) /EX (exam) / PR (practical)	Assessment detail and alternative assessment detail (if applicable)
	CW	Seminar or debate participation
	CW	Longitudinal survey essay

Module Specification

This Module has been ratified by the University of Derby, deeming it to be compliant with all relevant external and internal reference points, regulations and legislation on 30/10/2020.

The module is delivered in line with the University of Derby's key policies and regulations, and the University ensures that appropriate resources and qualified staff are in place for the delivery of the Module.

Module Code	5PO507			
Module Title	Myriad Methods of Understanding			
Module Level	5			
Credit value	20			
JACS code	X210			
Hrs work experience	0			
Awarding Institution	University of Derby			
Academic Regulation	Conforms to UG Regulations	Standard, yes.	Derogations	None
PSRB	None			
End Point Assessment	n/a			
Module Overview	<p>This module will enable you to develop your research skills. It will provide an advanced understanding of research methodologies.</p> <p>Eschewing constrained interpretations of disciplinary research methods, and by means of a series of focused but discursive seminars, students will learn a wide range of analytical approaches, broadly categorised as qualitative and quantitative.</p> <p>In a structured manner, student learning will advance through the introduction of an array of additional approaches such as the scientific method; legal frameworks; the considerations of cultural difference; different conceptions of justice and morality, legal norms, and human and political rights; and considerations of political authority, expediency and power.</p> <p>This wide-ranging core research methods module allows students to build toward advanced independent study, as well as providing the intellectual skillset to analyse real-world challenges in a sophisticated holistic manner.</p>			
Module LOs	1. Students will be able to select and apply a range of relevant research methods			

	2. Students will be able to demonstrate critical evaluation and engagement with academic theories and research by means of a research report that makes use of a range of relevant approaches						
Programmes that this module runs on	<i>Programme code</i>	<i>Module status [Core/Option]</i>	<i>Mode of study</i>	<i>Location of delivery</i>	<i>Language of delivery</i>	<i>PLOs the module delivers</i>	
	BA Global Affairs and Politics Code tbc	Core	Bl.	UoD	English	PLO5.2	
Module Assessment	<i>Number</i>	<i>Type [Graded /PF]</i>	<i>Format [i.e. coursework , practical, exam]</i>			<i>Weighting in %</i>	<i>MLO assessed</i>
	1	Graded	Coursework: transdisciplinary analysis and evaluation			50	1
	2	Graded	Coursework: research report			50	2

Appendix for Apprenticeship Standard or PSRB curriculum mapping

PLO code	Module [mod code + MLO#]	Standard/Curriculum LO or core competencies/ skills

Module Specification PART B: Confirmation

The information in this section is not required for validation of a programme/ module but serves the purpose of robust and compliant operationalisation of the validated and ratified programme/ module.

Module Information:

Module Title	Myriad Methods of Understanding
Module Code	5PO507

Independent Study module (Yes or No)	No
Ethics module (Yes or No)	No
Owning College	Arts, Humanities and Education
Owning School/ Department	School of Humanities and Journalism
Owning Discipline	Humanities
Grading basis*	UPS

* Options here are: 'UPS' = Standard undergraduate regulations; 'NCP' = Non-compensatory, all elements of the module need to be passed with a minimum of a 40% or above; 'PFU' = Pass/Fail (Undergraduate); 'PPS' = Postgraduate regulations (Postgraduate); or 'PFP' Pass/Fail (Postgraduate)

Assessment details:		
Module Code and Title	Type [from Part A] i.e CW (coursework) /EX (exam) / PR (practical)	Assessment detail and alternative assessment detail (if applicable)
	CW	Transdisciplinary analysis and evaluation
	CW	Research report

Module Title	INDIA, EMPIRE, DIASPORA: IDENTITY, VIOLENCE AND MEMORY ACROSS THE TWENTIETH CENTURY		Date of Approval	Feb-20.	
Module Code	6HY511	Module Level	6	Credit value	20
Module Delivery Mode	Online/Distance <input type="checkbox"/>		Blended/Face to Face <input checked="" type="checkbox"/>		Work-Based Learning <input type="checkbox"/>
			Hours of work experience: Choose an item.		
Module Description	<p>This module analyses the circulatory flow of ideas and identities between India, its diaspora and the wider world. It does so by focusing on some of the most important (and frequently violent) events of the twentieth century in both global and Indian history, including the two world wars, the Amritsar Massacre, India's partition, and the destruction of the Babri Masjid [mosque]. You will be encouraged to think critically about the emergence and development of caste, national and religious identities across domestic, diasporic and global contexts. There will also be opportunities to reflect upon the continuing relevancy of Gandhian and Nehruvian ideas in the wider world, and to explore the manner in which key events and individuals are remembered and memorialised in India and the diaspora today.</p>				
Module Learning Outcomes	<p>On successful completion of the module, you will be able to:</p> <ol style="list-style-type: none"> 1. Engage with and debate historiographies on migration and diaspora, identity and citizenship, nationalism and colonialism, caste, and communalism, as well as postcolonial and memory studies 2. Undertake a sophisticated evaluation of key events in twentieth-century South Asian, diasporic and global history 3. Employ innovative technologies to communicate historical material to non-specialists, in a manner that does justice to evidence and analysis 4. Demonstrate digital capabilities through an experiential and reflective approach, including the creation of a group podcast and its associated report 				
Module Content	<p>This module charts some of the major events and developments of the twentieth century from the perspectives of Indians at home and abroad. It aims to introduce you to current historical debates related to identity, violence, and memory, both in India and amongst the Indian diaspora. It simultaneously demonstrates the continuing global reach of a range of significant ideas and philosophies that were fashioned and debated in the Indian subcontinent. You will examine India's contribution to the two world wars and their implications upon India's domestic politics. You will also analyse the development and nature of Indian nationalism in the context of late British colonialism. In doing so, you will consider the influence of diasporic communities residing in Britain, South Africa, the United States and elsewhere on nationalist ideas and practices in India. You will then go on to study the politics</p>				

	<p>and consequences of Indian independence and partition (1947), focusing in particular upon forced migration and the creation of new diasporic communities. You will place these developments within a wider postcolonial moment, evident in both the apogee of internationalism at the United Nations and wider decolonisation in Asia and Africa. Finally, you will explore the reasons behind the rise of identity politics in South Asia and its diaspora since the late 1970s, focusing upon Hindu and Sikh nationalisms in the context of the Emergency (1977-78), Operation Bluestar (1984) and the destruction of the Babri Masjid [mosque] (1992). As a result, you will engage with key theories relating to nationalism and colonialism, migration and diaspora studies, memory studies, caste, and communalism, as well as contemplating a variety of approaches to questions of identity, citizenship and belonging in post/colonial and global settings.</p>	
Module Learning and Teaching	Scheduled Learning and Teaching Activities	25%
	Guided Independent Study	75%
	Placement Learning	0%
Module Assessment	<p>Component 1: COURSEWORK Summary of Assessment Method: A public-facing group podcast on a historical theme or debate relating to the South Asian diaspora. Weighting: 30 % Assesses Learning Outcomes: 3 & 4</p> <p>Component 2: COURSEWORK Summary of Assessment Method: A 3,000 word essay chosen from a list of questions, exploring key themes in South Asian, diasporic and global history. Weighting: 70 % Assesses Learning Outcomes: 1 & 2</p>	
Reading List	Link to Aspire	

Module Title:	GLOBAL WATCH: INTERNATIONAL EVENTS AND THE MEDIA
Date of Approval	September 2015
Module Code:	6IR503
Pre-requisite:	None
Module Level:	6
Credit value:	20
Total Number of Learning Hours	200

Key Words

Media, Communication, International, Politics, Power, Opinion, Mass-media, Propaganda, Representations, News.

Module Delivery Mode Online/DistanceX Blended/Face to face Work-based learning

Module Description

Almost everyone watches TV, regularly reads a daily newspaper and often discusses what goes on in the world. The media play an important and sometimes controversial role in international affairs and global development. What we watch, hear or read from the media often shape our views on and perspectives on international events. This module examines the role of the media in international politics and development. The module evaluates factors of control and power by the media in galvanizing and shaping public opinions on issues of national and international significance. It uses case studies from both print and electronic media to illustrate how mass communication facilities are used for political activism, forge public consensus and debate and influence development policy. The module seeks to evaluate the media coverage of international events and global development issues and highlights particular problems with the way the 'Third World' is portrayed by the Western media. The module involves a discussion of theories surrounding media debates and the extent to which media representations may have a positive or negative impact on global development process. The module is assessed by 100% coursework.

Module Learning Outcomes On successful completion of the module, you will be able to:

1. Understand basic concepts in mass media communication and its impact in shaping public opinions, especially in relation to issues of national, international and global significance.
2. Analyse different forms of media reports and develop critical skills in evaluating their claims and accuracy of representations.

Module Content

The module covers the following topics:

Media – Definitions and Theoretical Perspectives:

Defining the Media: media as means of mass communication; level of influence- media as means of thought control, a machinery of representation, etc.

Forms of and Purpose of Media & Method of Analysis:

Media as a complex system - Printed, Electronic & Broadcast, Media and news, public information service, education and entertainment, commercial advertising, etc. Media images and impressions: use of pictures, symbols, language, etc. Examples of and analyses of stereotypical images.

Media programme and the target audience. Methodological issues in Media Analysis.

World News & Transnational News Agencies:

Media coverage of world affairs; the four largest transnational news agencies – AP, UPI, AFP and Reuters.

Western Media & International Affairs:

Media coverage and headlines of international issues: Definition of 'foreign news'. Media ownership and influence on editorial policy. Western Media and Africa; Western Media & Asia, Western Media & South America. Media coverage and representations – implications for international development. Review of the radical conspiracy perspective and propaganda model.

Global Security & the Media:

Notion of national/global security. National security and the World Wide Web. Global information flows and dialogue.

Module Learning and Teaching Method

Each week there will be a lecture where key ideas on mass-media reporting and representations are discussed in relation to international events and development. This is followed by a tutorial/discussion session where students are invited to present their own review of the media headlines during the week and to discuss the underlying stories behind those headlines in relation to public education, propaganda, information or miss-information.

Scheduled learning and teaching activities:	30%
Guided independent study:	70%

Module Assessment Method

Formative Assessment:

Formative assessment will be undertaken via tutorial and students submission of topic and essay plan before commencement of coursework 1.

Summative Assessment:

- Component 1: COURSEWORK
A report of around 2,000 words (50%) on the role of the media in international politics and development with reference to a particular issue.
Testing learning outcome 1.
- Component 2: Creation of an academic poster for presentation:
A poster (50%) on the media reporting / coverage of a controversial event or issue of national or international significance.
Testing learning outcome 2.

Reading list

Baxter Jenny, and Downing, Malcolm (eds) (2001): The Day that Shook the World: Understanding September 11th. BBC Worldwide Ltd.

Chomsky, N. and Harman, E. (1988): Manufacturing Consent: The Political Economy of the Mass Media. Pantheon Books, New York.

Cogswell, D. (1996): Chomsky for Beginners. New York: Writers and Readers Publishing Inc.

Curarran, J. and Seaton, J. (1997): Power Without Responsibility: The Press and Broadcasting in Britain, 5th Edition. William Collins Sons & Co. Ltd., Glasgow.

Department for International Development (2000): *Viewing the World: A Study of British Television Coverage of developing countries*. Produced by Stairway Communications for DFID, Glasgow.

Devereux, E. (2007): *Understanding the Media*. Second Edition. Sage Publications, London.

Dowmunt, T. (ed) (1995): *Channels of Resistance. Global Television and Local Empowerment*. Channel 4 Publications.

Downing, J. Mohammadi, A. and Sreberny-Mohammadi, A. (eds) (1995): *Questioning the Media - A Critical Introduction*. Sage Publications, London.

Ginneken, J. (1998): *Understanding Global News. A Critical Introduction*. Sage Publications, London.

Gordon, P. and Rosenberg, D. (1989): *Daily Racism. The Press and Black People in Britain*. The Runnymede Trust.

Herman, E. and Chomsky, N. (1988): *Manufacturing Consent: The Political Economy of the Mass Media*, Vintage, London.

Korten, D. C. (1995): *When Corporations Rule the World*. Kumarian Press Inc., and Berret-Koehler Publishers, Inc.

Manning, P. (2001): *News and News Sources- A Critical Introduction*. Sage Publications, London.

Open University (1991): *Politics and Power*. Open University Set Text.

Stevenson, N. (2002): *Understanding Media Cultures*. Sage Publications, London.

Thompson, K. (ed.) (1997): *Media and Cultural Regulation*. Sage Publications.

Thussu, D. K. and Freedman, D. (eds.) (2003): *War and the Media*. Sage Publications Ltd., London.

Module Title	GENDER AND INEQUALITY IN THE GLOBAL AGE		Date of Approval	Aug-16	
Module Code	6SL523	Module Level	6	Credit value	20
Module Delivery Mode	Online/Distance <input checked="" type="checkbox"/>	Blended/Face to Face <input checked="" type="checkbox"/>		Work-Based Learning <input type="checkbox"/>	
Module Description	<p>How does globalization affect the lives and status of women in the world? How do the processes of economic restructuring, political instability, environmental degradation and cultural change impact upon women - particularly in the 'developing' world? Does globalization distinguish between men and women as it appears to do between rich and poor? How divergent are life expectancies and experiences of violence for men, women, boys and girls? How do constructions of boyhood and girlhood impact on access to education or protection from militarism or sexual abuse? Six case studies will form a central pillar of the module: and reflect changing pressures throughout life stages across the globe focusing on: female infanticide and discrimination in China; education and girlhood in Pakistan; exploitation and forced labour in Europe, masculinity and sexual violence in Latin America, access to water in Africa and women's health globally.</p> <p>We will ask if understandings of patriarchy and feminism are shared across borders and illustrate interconnections of age, culture and tradition. We will assess what commonalities might exist in how gendered inequalities are experienced and resisted? How dominant are Western and postcolonial signifiers of innocence and vulnerability, strength and paternalism in everyday and institutional responses to inequality? In conclusion, what is the outlook for greater empowerment and progress?</p>				
Module Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> • Interpret complex and connected power relations which underpin gendered inequalities across the globe. • Show the ability to delineate between different and conflicting interpretations of gendered power relations produced at local, national and global levels • Communicate a sophisticated, critical knowledge of the ways in which the academic literature develops understanding of at least two case study areas of gender inequality. 				
Module Content	<ul style="list-style-type: none"> • Divided Worlds: Gender and Globalisation • Data: life and death in a gendered world 				

	<ul style="list-style-type: none"> • Case: Gendercide and Infanticide • Case: Exploitation and Labour • Case: Sexual Violence • Case: Dying to be clean: Women and Water • Case: Endings: Suicide and Motherhood • Case: Education: the Malala effect • Age and Culture: Girlhood and Inequality • Women’s Rights and transnational movements • Women and Children first? Clicktivism, and the politics of innocence and rescue • Conclusions: Representation, empowerment and progress 	
Module Learning and Teaching	Scheduled Learning and Teaching Activities	20%
	Guided Independent Study	80%
	Placement Learning	0%
Module Assessment	<p>Component 1: COURSEWORK Summary of Assessment Method: <i>1000 word poster essay</i> Weighting: 30% Assesses Learning Outcomes:</p> <ul style="list-style-type: none"> • Situate an understanding of gender inequality and dynamically illustrate it using data and culturally sensitive contextual information. <p>Component 2: COURSEWORK Summary of Assessment Method: <i>3000 academic essay comparing and contrasting two case study areas whilst reflecting on relevant academic literature and debates on gender and power.</i> Weighting: 70% Assesses Learning Outcomes:</p> <ul style="list-style-type: none"> • Show the ability to compare and contrast differing theoretical understandings of gender • Communicate a sophisticated knowledge of the ways in which the academic literature develops understanding of gender and inequality in national and international contexts 	
	Essential Texts	

Reading List

Cohen R, Kennedy P, Perrier M. Global Sociology [e-book]. Basingstoke Palgrave Macmillan, c2013.

C Enloe, *The Curious Feminist: Searching for Women in a New Age of Empire*;

Further reading:

A Girl's right to live: Female Foeticide and Girl Infanticide

Working Group on the Girl Child, NGO Committee on the Status of Women – Geneva Conference of NGOs with Consultative Status with the United Nations (CONGO) 2010

Maryam Khalid (2011) Gender, orientalism and representations of the 'Other' in the War on Terror, *Global Change, Peace & Security*, 23:1, 15-29

U Bieman, 'Remotely Sensed: A Topography of the Global Sex Trade' in *Feminist Review* 2002 70: 75-88;

T L Caraway, *Assembling Women: The Feminisation of Global Manufacturing*;

B Ehrenreich & A Hochschild (eds), *Global Woman: Nannies, Maids and Sex Workers in the New Economy*; *Feminist Review* vol 70, 2002

N van der Gaag, *The No Nonsense Guide to Women's Rights*;

P Ghorayshi & C Belanger, *Women, Work and Gender Relations in Developing Countries*

3 UN General Assembly 67th Session 2012, *Integrating non-discrimination and equality into the post-2015 development agenda for water, sanitation and hygiene*, Report of the Special Rapporteur on the human right to safe drinking-water and sanitation, Catarina de Albuquerque

A R Hochschild, 'Global Care Chains' in W Hutton & A Giddens (eds), *On the Edge*;

A Jones (ed), *Men of the Global South*;

N Kaber, *The Power to Choose*;

N Laurie et al (eds), *Geographies of New Femininities*;

F Lechner & J Boli (eds), *The Globalization Reader*, chs 24, 35, 36 & 48;

L Loyal, *What Makes Women Sick* (esp chs 4 & 5);

S Walby, *Theorizing Patriarchy*;

	----- (ed), <i>Gender Transformations</i> ;
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Module Specification

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The module is delivered in line with the University of Derby's key policies and regulations, and the University ensures that appropriate resources and qualified staff are in place for the delivery of the Module.

Module Code	5HY510			
Module Title	The Cold War, Global Conflict, Culture and Diplomacy, 1945-1991			
Module Level	5			
Credit value	20			
JACS code	V100			
Hrs work experience	0			
Awarding Institution	University of Derby			
Academic Regulation	Conforms to UG Regulations	Standard, yes.	Derogations	None
PSRB	None			
End Point Assessment	n/a			
Module Overview	<p>This module will allow you to examine some of the most important developments in international history since 1945. By focusing on the conflict between the USA and the Soviet Union that emerged after the end of the Second World War, and setting this conflict within its broader global context, you will be able to understand the factors that shaped diplomacy, power relations, ideology, and culture between the mid-1940s and the early 1990s. You will engage with the historiographical debates relating to the origins of the Cold War and examine the role played by ideological differences as well as the changing structure of international relations. You will also examine the impact of the Cold War on the rest of the American and Soviet spheres of influence. This will include an examination of the ways in which it affected the former colonies in Asia and Africa, allowing you to engage with recent literature on the truly global nature of the Cold War. Finally we will examine the factors that led to the decline of the Soviet Union and the end of the Cold War in the late 1980s and early 1990s.</p>			
Module LOs	1. Demonstrate an understanding of major themes, events and historiographical debates within international history from 1945 to 1991			

	2 Comprehend and engage with competing interpretive perspectives and academic debates about the origins, course and consequences of the Cold War						
	2. Demonstrate skills of historical analysis by interpreting and utilising a range of different types of historical sources						
	4. Utilise relevant digital technologies in order to undertake and present research						
Programmes that this module runs on	<i>Programme code</i>	<i>Module status [Core/Option]</i>	<i>Mode of study</i>	<i>Location of delivery</i>	<i>Language of delivery</i>	<i>PLOs the module delivers</i>	
	BA Global Affairs and Politics Code tbc	Optional	Bl.	UoD	English	PLO5.3	
	V100 BA History	Core	Bl.	UoD	English	See V100 Prog. Spec.	
Module Assessment	<i>Number</i>	<i>Type [Graded /PF]</i>	<i>Format [i.e. coursework, practical, exam]</i>			<i>Weighting in %</i>	<i>MLO assessed</i>
	1	Graded	Coursework: portfolio of primary source analyses			60	2, 3
	2	Graded	Practical: preparation of digital resource			40	1, 4

Appendix for Apprenticeship Standard or PSRB curriculum mapping

PLO code	Module [mod code + MLO#]	Standard/Curriculum LO or core competencies/ skills

Module Specification PART B: Confirmation

The information in this section is not required for validation of a programme/ module but serves the purpose of robust and compliant operationalisation of the validated and ratified programme/ module.

Module Information:

Module Title	The Cold War: Global Conflict, Culture and Diplomacy, 1945–91
Module Code	5HY510
Independent Study module (Yes or No)	No
Ethics module (Yes or No)	No
Owning College	Arts, Humanities and Education
Owning School/ Department	School of Humanities and Journalism
Owning Discipline	Humanities
Grading basis*	UPS

* Options here are: 'UPS' = Standard undergraduate regulations; 'NCP' = Non-compensatory, all elements of the module need to be passed with a minimum of a 40% or above; 'PFU' = Pass/Fail (Undergraduate); 'PPS' = Postgraduate regulations (Postgraduate); or 'PFP' Pass/Fail (Postgraduate)

Assessment details:		
Module Code and Title	Type [from Part A] i.e CW (coursework) /EX (exam) / PR (practical)	Assessment detail and alternative assessment detail (if applicable)
	CW	Portfolio of primary source analysis
	PR	Preparation of digital resource (group work)

Module Specification

This Module has been ratified by the University of Derby, deeming it to be compliant with all relevant external and internal reference points, regulations and legislation on 30/10/2020.

The module is delivered in line with the University of Derby's key policies and regulations, and the University ensures that appropriate resources and qualified staff are in place for the delivery of the Module.

Module Code	5HY515			
Module Title	One Century of Earth's Story			
Module Level	5			
Credit value	20			
JACS code	V100			
Hrs work experience	0			
Awarding Institution	University of Derby			
Academic Regulation	Conforms to UG Regulations	Standard, yes.	Derogations	None
PSRB	None			
End Point Assessment	n/a			
Module Overview	<p>This History module builds upon students' understanding of the historical context gained at Level 4 by exploring and examining a range of over-arching themes and phenomena manifest over the last century or more. The content of each iteration of the module will vary depending upon current events and debates, with the aim of allowing students to bring historical understanding of contexts and trends to bear upon contemporary issues and concerns relating to salient issues facing societies, polities, peoples, and the environment.</p> <p>This module adopts both a chronological and a thematic approach. Students will be encouraged to read extensively and compare perspectives from different evidence sources, predominantly academic articles and monographs, but also alternative sources such as political speeches and debates, news reports, personal accounts and memoirs.</p> <p>By means of tutorials and seminars significant developments and themes will be explored, sometimes in considerable depth, and students will attain a good range of knowledge and understanding relating to events, political and social processes, and institutions.</p>			
Module LOs	1. Students will be able to synthesise and analyse information from a range of sources and contribute appropriately to tutor-moderated seminar debates.			

	2. Students will be have begun to develop the ability to interrogate and challenge established interpretations of political and/or historical developments.						
Programmes that this module runs on	<i>Programme code</i>	<i>Module status [Core/Option]</i>	<i>Mode of study</i>	<i>Location of delivery</i>	<i>Language of delivery</i>	<i>PLOs the module delivers</i>	
	BA Global Affairs and Politics Code tbc	Core	Bl.	UoD	English	PLO5.3	
Module Assessment	<i>Number</i>	<i>Type [Graded /PF]</i>	<i>Format [i.e. coursework , practical, exam]</i>			<i>Weighting in %</i>	<i>MLO assessed</i>
	1	Graded	Coursework: seminar participation			40	1
	2	Graded	Coursework			60	2

Appendix for Apprenticeship Standard or PSRB curriculum mapping

PLO code	Module [mod code + MLO#]	Standard/Curriculum LO or core competencies/ skills

Module Specification PART B: Confirmation

The information in this section is not required for validation of a programme/ module but serves the purpose of robust and compliant operationalisation of the validated and ratified programme/ module.

Module Information:

Module Title	One Century of Earth's Story
Module Code	5HY515
Independent Study module (Yes or No)	No

Ethics module (Yes or No)	No
Owning College	Arts, Humanities and Education
Owning School/ Department	School of Humanities and Journalism
Owning Discipline	Humanities
Grading basis*	UPS

* Options here are: 'UPS' = Standard undergraduate regulations; 'NCP' = Non-compensatory, all elements of the module need to be passed with a minimum of a 40% or above; 'PFU' = Pass/Fail (Undergraduate); 'PPS' = Postgraduate regulations (Postgraduate); or 'PFP' Pass/Fail (Postgraduate)

Assessment details:		
Module Code and Title	Type [from Part A] i.e CW (coursework) /EX (exam) / PR (practical)	Assessment detail and alternative assessment detail (if applicable)
	CW	Seminar or debate participation
	CW	Longitudinal survey essay

Module Specification

This Module has been ratified by the University of Derby, deeming it to be compliant with all relevant external and internal reference points, regulations and legislation on 30/10/2020.

The module is delivered in line with the University of Derby's key policies and regulations, and the University ensures that appropriate resources and qualified staff are in place for the delivery of the Module.

Module Code	5JN525			
Module Title	Examining Global News			
Module Level	5			
Credit value	20			
JACS code	P500			
Hrs work experience	0			
Awarding Institution	University of Derby			
Academic Regulation	Conforms to UG Regulations	Standard, yes.	Derogations	None
PSRB	None			
End Point Assessment	n/a			
Module Overview	<p>This module explores issues central to a critical understanding the Global news media and equips students with the theoretical knowledge and intellectual resources to allow them to engage with factors impacting upon the reporting of global affairs.</p> <p>You will utilise a range of approaches within politics and international relations; sociology; journalism and communication studies; philosophy and history in order to enable you to explore the factors shaping contemporary global controversies and crises and their mediation.</p> <p>You will examine contemporary controversies within journalism, domestically and internationally and consider important and relevant debates such as the representation of global issues, 'othering', global media ethics, the significance of transnational media organisations and the impact of technology on global news.</p>			
Module LOs	1. To provide students with the resources and knowledge to reflect critically on key debates within journalism and news-work within global contexts			
	2. To empower students to apply theoretical concepts in their analysis of real-world problems with regard to the mediation of global events and phenomena			

	3. Discuss and critically evaluate key issues within Global Journalism from a range of diverse cultural and contextual perspectives						
Programmes that this module runs on	<i>Programme code</i>	<i>Module status [Core/Option]</i>	<i>Mode of study</i>	<i>Location of delivery</i>	<i>Language of delivery</i>	<i>PLOs the module delivers</i>	
	BA Global Affairs and Politics Code tbc	Optional	Bl.	UoD	English	PLO5.5	
	BA Journalism P500	Optional	Bl.	UoD	English	PLO 1,5,7,8,9,12,16,17,20,21	
Module Assessment	<i>Number</i>	<i>Type [Graded /PF]</i>	<i>Format [i.e. coursework, practical, exam]</i>			<i>Weighting in %</i>	<i>MLO assessed</i>
	1	Graded	Coursework :portfolio of global news stories			30	1
	2	Graded	Coursework: critical evaluation drawing on key debates within global journalism			70	2, 3

Appendix for Apprenticeship Standard or PSRB curriculum mapping

PLO code	Module [mod code + MLO#]	Standard/Curriculum LO or core competencies/ skills

Module Specification PART B: Confirmation

The information in this section is not required for validation of a programme/ module but serves the purpose of robust and compliant operationalisation of the validated and ratified programme/ module.

Module Information:

Module Title	Examining Global News
Module Code	5JN525
Independent Study module	No

(Yes or No)	
Ethics module (Yes or No)	No
Owning College	Arts, Humanities and Education
Owning School/ Department	School of Humanities and Journalism
Owning Discipline	Journalism
Grading basis*	UPS

* Options here are: 'UPS' = Standard undergraduate regulations; 'NCP' = Non-compensatory, all elements of the module need to be passed with a minimum of a 40% or above; 'PFU' = Pass/Fail (Undergraduate); 'PPS' = Postgraduate regulations (Postgraduate); or 'PFP' Pass/Fail (Postgraduate)

Assessment details:		
Module Code and Title	Type <i>[from Part A]</i> <i>i.e CW (coursework) / EX (exam) / PR (practical)</i>	Assessment detail and alternative assessment detail (if applicable)
	CW	Portfolio of global news stories
	CW	Critical evaluation drawing on key debates within global journalism

Module Title	GLOBALISATION AND SOCIAL CHANGE		Date of Approval	Jun-17	
Module Code	5SL523	Module Level	5	Credit value	20
Module Delivery Mode	Online/Distance <input checked="" type="checkbox"/>	Blended/Face to Face <input checked="" type="checkbox"/>		Work-Based Learning <input type="checkbox"/>	
Module Description	<p>The concept of 'globalization' is one of the most prominent - and controversial - ideas current in contemporary social science. We will begin with an overview of the contribution of major social theorists to debates about the nature and impact of globalisation and in particular social networks of communication and cultures of consumption. We will focus on the development of a global capitalist economy and the impact of globalisation on everyday working lives. We will investigate forms of, and challenges to global culture and expose the hierarchies of identity that permeate global power relations. Throughout the module we will critically evaluate the extent to which global phenomena are experienced evenly around the globe and question if national dimensions of power are waning.</p> <p>Through contemporary case studies we will look at the construction of 'global threats' such as terrorism, the reality of global pandemics – and the grave danger posed by a lack of effective global institutions. More recently the nature of the threat presented by global warming has provided sociologists with stark insights into the nature of social change. Is the 'environmental threat' better understood as a social – rather than straightforwardly biological – problem that is a matter of definition and social and political construction - demanding a 'global' response and the development of a 'global' consciousness? Finally we will investigate the nature of social change and reconfigurations of individualisation and community in a digital age.</p>				
Module Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the multifaceted concept of globalization as developed in the social sciences. 2. Apply this understanding to the analysis of substantive social issues and indications of social change. 3. Show sensitivity to the intersections of power (race, gender, academia etc) that impact on our experience of, and interpretation of globalisation. 				
Module Content	<p>In exploring globalisation, this module will introduce students to a variety of theoretical perspectives and real world examples:</p> <ul style="list-style-type: none"> • INTRODUCTION: CONTESTED WORLD? Theories and perspectives on globalisation. • MODERN WORLD/WORKING WORLD? Karl Marx, capital and labour, globalization, modernization, Marx, Giddens, and Castells. • OPEN WORLD/CROWDED WORLD? Opportunity, migration and the freedom of labour, gender and exploitation 				

	<ul style="list-style-type: none"> • DIGITAL WORLD? the globalization of media, politics, economics, technology; communication and power, networks, identities and communities • UNEQUAL WORLD? Neoliberalism, precocity, poverty • McWORLD TO DISNEYWORLD The globalization of culture: homogenization, hybridization and commodification; culturalization of the globe, resistance, orientalism, 'othering', consequences • FEARFUL WORLD? Risk and fear. Global threats, pandemics and neo-colonialism; global warming and indigenous communities, global terrorism • CAMPAIGNING #WORLD 'Clicktivism', 'Slacktivism', global civil society, collective action. • MANAGED WORLD? global governance and global challenges, crime networks, clean water 	
Module Learning and Teaching	Scheduled Learning and Teaching Activities	20%
	Guided Independent Study	80%
	Placement Learning	0%
Module Assessment	<p>Component 1: COURSEWORK Summary of Assessment Method: <i>1500 word review of a prominent theorist's account of globalisation, making reference to its particular social and historical context. Students will refer to academic literature and literature reviews to support their interpretation.</i> Weighting: 40% Assesses Learning Outcomes: 1</p> <p>Component 2: COURSEWORK Summary of Assessment Method: <i>2000 word essay on one aspect of globalisation and how it is associated with social change</i> Weighting: 60% Assesses Learning Outcomes: 2 and 3</p>	
Sample Reading List	Link to Aspire	

Module Title	International Security
Date of Approval	April 2017
Module Code	6IR500
Pre-requisite	None
Module Level	6
Credit value	20
Total Number of Learning Hours	200
Key Words	International Politics, democracy, non-Intervention, humanitarian aid, Sovereignty, political change, refugees
Module Delivery Mode	Blended / Face to Face/Online

Module Description

This module aims at developing students' critical understanding and knowledge of international security. The challenges facing the world in relation to issues such as ethnic conflict, genocide, global terrorism, jihadists, religious extremism, national/regional uprising and violent protests, amongst other security issues, are examined from different perspectives. The module employs both empirical and theoretical approaches to the question of how best to maintain world peace and security, especially post 9/11. The threat posed by armed and extremist groups such as the (Islamic State in Syria) ISIS are discussed in the module within the context of global terrorism and the western governments' approaches to the war on terror.

The module also covers issues such as environmental, social and economic insecurity in some parts of the world in relation to access to resources. The tension created by the growing gap between those with huge access to resources and those with little or no access resulting in political discontent, ethnic conflict, uprising, international migration, etc. is covered with reference to the Arab Spring. The module also examines the role of civil society, community/religious leaders, national governments and non-governmental organisations in promoting global peace and security.

Module Learning Outcomes

On successful completion of the module, students will be able to:

1. Show a reflective intellectual grasp of some of the most challenging security issues today
2. Demonstrate an ability to apply specialised skills and analytical tools to a variety of empirical cases
3. Develop a critical understanding of the changing nature of the security agenda, particularly the increasing recognition of the importance of non-state actors and non-military threats.

Indicative Module Content

- Theoretical and traditional approaches to contemporary international security policy
- Approaches to religious, social and political conflicts.
- Contemporary approaches to counter-terrorism
- Islamic State and international security
- International Security and International Human Rights
- Food Security : creation of hunger free world
- The epidemic: challenges of perfect healthy world and the role of international community/ organisations.
- Environmental security : the concept of sustainability and international instruments

- International initiatives on climate change.
- Water, international peace and security
- Regionalism in security issues

Module Learning and Teaching Methods

The module will be presented in the form of lectures and tutorials and student directed independent study. The lectures will be designed to facilitate student participation through interactive learning. Tutorials will take the form of a problem case study requiring the students to prepare a resolution to the problem and articulate their findings.

Learning & Teaching Methods

Campus delivery

Lectures	24 hours
Tutorials	12
Independent Study	164 hours
Total	200 hours

Scheduled learning and teaching activities:	18%
Guided independent study:	82%

Module Assessment

Mode: Coursework 100%

Type of Assessment

Coursework 1 60% 3000 words essay (Learning outcome 1)

Students are required to write a 3000 words essay, choosing from a list of essay titles.

Coursework 2 40% (Learning outcome 2)

2000 words Policy paper

Recommended Text

Hough Peter, Malik Shahin, Moran Andrew, Pilbeam Bruce (2015), *International Security Studies: Theory and Practice*, Routledge.

Jackson P J (2015), *Handbook of International Security and Development*.
Paul Williams, ed. *Security Studies: An Introduction*, Routledge.

Collins Alan, *Contemporary Security Studies*, Oxford University Press, 2010.

Fierke Karin, *Critical Approaches to International Security*, Cambridge University Press, 2007.

Peoples Columba and Vaughan-Williams Nick, *Critical Security Studies: An Introduction*, Routledge, 2010.

Paul, T.V. (ed) *International Relations Theory and Regional Transformation* (Cambridge University Press, 2011).

Acharya Amitav and Johnstone Alastair Iain (eds) *Crafting Cooperation: Regional International Institutions in Comparative Perspective* (Cambridge University Press, 2007.)

Fawn Rick (ed.), *Globalising the Regional, Regionalising the Global* (Cambridge University Press, 2009)

Buzan Barry and Waever Ole, *Regions and Powers: The Structure of International Security* (Cambridge University Press, 2003).

Tembo E, *US-UK Counter-Terrorism after 9/11: A qualitative approach* (Contemporary Terrorism Studies) (2014) Routledge

Professor Larissa van den Herik, Professor Nico Schrijver *Counter-Terrorism Strategies in a Fragmented International Legal Order: Meeting the Challenges* (Cambridge University Press 2014)

Module Title	THE SOCIOLOGY OF POLITICS AND PROTEST		Date of Approval	Aug-16	
Module Code	6SL522	Module Level	6	Credit value	20
Module Delivery Mode	Online/Distance <input checked="" type="checkbox"/>	Blended/Face to Face <input checked="" type="checkbox"/>	Work-Based Learning <input type="checkbox"/>		
Module Description	<p>Political participation is a very important aspect of everyday life in current societies as well as an essential part of political sociology. Sometimes, participation takes place in the form of voting (or non-voting), but it can also adopt other forms such as demonstrations, petitions, boycotts, flash-mobs, online and offline political discussion, etc. This module deals with questions that concern the way in which people participate in politics (when and if they do), and how this has changed over time. It will, therefore, examine different forms of political participation. Attention is paid to elections and voting in relation to factors such as social class, gender, age, ethnicity, religious beliefs, ideology, identity, political campaigns, party leadership, economic conditions and crises. Secondly, the module will focus on social movements and collective action. It will thus deal with questions such as: how does it become possible to mobilize people and to face the risks and costs of social protest? What forms of organisation do social movements take? What conflicts do social movements address? What strategies are used to organise social protest? And how and why have social movements changed over time?</p>				
Module Learning Outcomes	<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> • Evaluate the multi-dimensional nature of political participation and the different factors impacting upon it. • Critically analyse existing theories and empirical research. • Engage in informed discussions at the same time that they learn to think 'outside' the books. 				
Module Content	<p>Students will be first introduced to the different types of political participation: "conventional" or more institutionalised forms of participation (i.e. voting) and less institutionalised forms (ranging from participation in social movements to demonstrations, signing petitions, boycotts and social protests). The module is then broadly divided into two parts. The first part will explore the major debates and key theories examining the factors that explain people's electoral participation and political preferences. The second will focus specifically on collective action and the organisation of social protests through different types of social movements.</p>				

Module Learning and Teaching	Scheduled Learning and Teaching Activities	20%
	Guided Independent Study	80%
	Placement Learning	0%
Module Assessment	<p>Component 1: PRACTICAL Summary of Assessment Method:</p> <p>Formative assessment</p> <p>The formative component will be delivered in seminars in the form of face-to-face interactions, class discussion of module content and current affairs in politics, and several other group activities. Students will also have the opportunity to interact with each other and clarify their doubts prior to the seminars via supervised online discussions. In addition, formative activities will include essay draft feedback tutorials.</p> <p>Summative assessment</p> <p>COMPONENT 1: (20% weighting) PRACTICAL: Oral presentation where students are required to critically discuss a politics topic of their choice using selected texts to inform their arguments.</p> <p>Assesses module learning outcome: 'Engage in informed discussions at the same time that they learn to think 'outside' the books'.</p> <p>COMPONENT 2: (80% weighting) COURSEWORK: Students are required to write a 3,500 word essay.</p> <p>Assesses module learning outcomes: 'Evaluate the multi-dimensional nature of political participation and the different factors impacting upon it,' and 'Critically analyse existing theories and empirical research'.</p>	
Reading List	Link to Aspire	

