

Liberal Arts F (History 1)

**MODULE HANDBOOK**

**Dr Patrick Hein**

Term: Spring Semester

Numbering SLA205

Credits 2

## CONTENTS

This handbook provides information about the module and its operation. Please study it carefully.

### Section

- 1 INTRODUCTION / WELCOME**
- 2 MODULE DESCRIPTION**
  - 2.1 Overall Module aims
  - 2.2. Subject Specific Module Aims
  - 2.3 Skills and Abilities
  - 2.4 Applied Learning
- 3 LEARNING OUTCOMES**
  - 3.1 Learning Outcomes - overall
  - 3.2 Learning Outcomes - specific
- 4 THE MODULE TEAM**
- 5 INDICATIVE SYLLABUS**
- 6 DELIVERY INFORMATION**
- 7 INDEPENDENT STUDY – PREPARATION FOR LECTURE**
- 8 ASSESSMENT AND PRACTICAL TASKS**
- 9 FURTHER READING SOURCES**

## **1. Introduction / welcome**

This integrated skills module provides a clear outline of the history of democracy and contemporary politics, with a wide range of practice activities.

## **2.0. Module Description**

### **2.1 Overall Module aims:**

The module covers the development of Political History from ancient Athens to the present. Historical development based on chronological structure will be studied together with economic, social, and political phenomena. The class format will include lectures, discussion, presentations, and audiovisual materials. The students will be asked to do a small research project, utilizing information technology.

### **2.2 Subject Specific Module aims:**

Written specially for Japanese students by an expert in political science, the module takes a look at democracy around the world from its beginnings in ancient Greece to the modern world. Written in clear, easy-to-understand English, the module requires no previous knowledge, and will give students a clear understanding of law and politics.

### **2.3 Skills and abilities**

A wide variety of comprehension exercises provide practice in basic skills. Students of politics, law and economics will doubtless find this a very useful text for English study, but it will also have wide appeal for non-specialist students of English.

### **2.4 Applied learning**

Students can apply their skills and knowledge in NGOs, during internships and through field research.

## **3.0. Learning outcomes**

### **3.1. Learning outcomes – overall**

Be able to function in global society and contribute as citizen.

### **3.2. Learning Outcomes - Specific**

On completion of this module, students should be able to:

a. broaden their understanding of their surroundings and the world, looking beyond their front door

and out into the

world at large with a greater understanding of the differences that exist between human beings.

b. have a good understanding of some of the problems facing the world today

c. have skills to read and critically think about current news presented in articles.

d. listen to others' opinions and reflect on the importance of listening to others

e. interject into a conversation or discussion, share their opinions on a topic and give logical reasons for their opinions

as well as change the direction of a conversation.

f. build their critical thinking skills.

## 4.0 The module team

The address for the Department within which your module is situated is:

Tokyo College of Music

1-9-1 Kamimeguro,

Meguroku, Tokyo,

Staff involved in the organisation and delivery of this module are as follows:

Dr Patrick Hein

*Module Leader*

hein\_patrick@tokyo-ondai.ac.jp

### Module Leader

The Module tutor has the overall responsibility for organising, delivering and assessing a module. It is the Module Leader who you should see with any queries or problems related to a specific module, if the Course administrative officer cannot help.

Nahoko Sakiya

*Course  
administrator*

*ESC-office*

nahoko\_sakiya@tokyo-ondai.ac.jp

### Course administrator

The Course Assistant has responsibility for providing a full and responsive administrative service in support of the processes and procedures associated with student and course administration.

## 5.0 Indicative Syllabus

This course attempts to provide the student with an understanding of European history and economic, social, and political issues of the period under investigation. Priority is given to conceptualization of different phenomena and their interconnection. Critical thinking and

comparative analysis will be applied to achieve a clear understanding of the recent development of democracy history.

### **6.0. Delivery Information:**

<b>Week</b>	<b>Title</b>	<b>Synopsis</b>
1	Course orientation, goal setting and introduction	An outline of the course will be explained. A brief introductory presentation of each student will be required.
2	Athens: origins democracy	Overview
3	Greek Fathers of democracy.	Biographies.
4	Ancient Rome.	Government form.
5	The Downfall of the Roman Empire.	Causes and reasons.
6	The Middle Ages.	Beginnings of democracy.
7	Famous people of Middle Age	Political leaders and philosophers.
8	Magna Charta,	Origins of human rights.
9	Feudal age in Europe compared to Samurai society in Japan	Comparative analysis.
10	American Revolution.	Revolutions
11	The American Constitution.	Continued.
12	French Revolution.	Revolutions.
13	Famous people in France in 1789.	Continued.
14	The Russian Revolution.	Continued.
15	Summary and review	

### **7.0 Independent study – Preparation for lecture**

Students are expected to spend about an hour each week prior to and after all classes. Points of preview and review will be given at the end of each class. Students' progress in key module skills is

monitored throughout the course. Following receipt of the report at the end of the semester, the module leader will provide students with formative feedback on their comprehension, writing and research skills.

## 8.0 Assessment and practical tasks:

### **Assignment:**

Final evaluation will be based on completion of the following: Class participation 50%, Presentation 25%, and Report assignments 25%.

<b>Module Grading Bands</b>		
S	90% +	<p>Excellent demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• critical understanding/application is evident through systematic and relevant coverage of content</li> <li>• clearly communicated in a style appropriate to the assessment brief</li> <li>• accurate and predominately consistent use of a recognised referencing system</li> <li>• wide range of appropriate sources</li> </ul>
A	80-89%	<p>Very good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• well structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• critical understanding/application is generally evident in the coverage of content</li> <li>• clearly communicated in a style appropriate to the assessment brief</li> <li>• predominantly consistent and generally accurate use of a recognised referencing system</li> <li>• good range of appropriate sources</li> </ul>
B	70-79%	<p>Good demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• fairly well structured assignment that addresses the learning outcomes and specific criteria for the module</li> </ul>

		<ul style="list-style-type: none"> <li>• some critical understanding/application is evident through coverage of content which is also descriptive</li> <li>• good communication in a style appropriate to the assessment brief</li> <li>• predominantly consistent and generally accurate use of a recognised referencing system</li> <li>• a range of appropriate sources</li> </ul>
C	60-69%	<p>Adequate demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• adequately structured assignment that addresses the learning outcomes and specific criteria for the module</li> <li>• largely descriptive with some critical understanding/application evident through coverage of content</li> <li>• communicates in a style appropriate to the assessment brief</li> <li>• attempts to use a recognised referencing system but may have occasional systematic errors</li> <li>• a limited selection of appropriate sources</li> </ul>
D+ Fail	40-59%	<p>Limited demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• poorly structured assignment that does not completely address the module learning outcomes and specific criteria</li> <li>• work is descriptive in its coverage of the content</li> <li>• poor communication that does not use a style appropriate to the assessment brief</li> <li>• use of recognised referencing system is systematically inaccurate throughout the document</li> <li>• an insufficient range of appropriate sources</li> </ul>
D Fail	10-39%	<p>Poor demonstration of scholarly application / critical understanding of subject area knowledge</p> <ul style="list-style-type: none"> <li>• poorly structured assignment that does not address the learning outcomes and specific criteria for the module</li> <li>• coverage of the content is inadequate or incomplete</li> <li>• poor communication that does not use a style appropriate to the assessment brief</li> <li>• recognised referencing system is not used</li> <li>• sources are very limited or absent, or over reliance on one or two</li> </ul>

		sources
D- Fail	0-9%	Very poorly structured assignment that does not address any of the learning outcomes or the specific criteria for the module

## 9.0 Further Reading Sources

Textbook: Francois de Soete, Democracy Around the World 2012 Seibido