1. **Title of the module**

HIST4330 (HI433) – Connected Worlds (1450-1750)

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

Arts and Humanities (School of History)

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

Level 4

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

15 credits (7.5 ECTS)

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

Autumn or Spring

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

None

1. **The course(s) of study to which the module contributes**

BA in History (single and joint honours); BA in Military History

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

8.1 Understand the political, social and cultural developments in the history of early modern Europe and its relationship to the wider world between c.1600 and 1750.

8.2 Understand evaluate, contextualise and communicate effectively their knowledge of early modern history.

8.3 Demonstrate their intellectual interest in the history of early modern Europe and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.

8.4 Understand the essential elements of the disciplines of political, social, economic and cultural history.

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

9.1 Consider and demonstrate their understanding of critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians.

9.2 Demonstrate their problem solving skills and ability to work independently.

9.3 Engage in group work in seminars, interacting effectively with others and working co-operatively on group tasks.

9.4 Communicate complex concepts effectively to a variety of audiences and/or using a variety of methods.

9.5 Demonstrate their communication skills and to skills in IT.

1. **A synopsis of the curriculum**

This module will provide a survey of the major events in Eurasian history through the early modern period. It will cover the major social, cultural and religious changes in Europe including the reformation and Counter Reformation, while also mapping the rise of the “gunpowder empires” of West and South Asia and the adoption of Shi’ism in Iran.

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

M.S. Anderson. (1988) War and Society in Europe of the Old Regime 1618-1789. Kingston: McGill-Queen’s University Press

E. Cameron (ed.). (1999) Early Modern Europe: An Oxford History. Oxford: OUP

J.H. Elliot (2006) Empires of the Atlantic World: Britain and Spain in America 1492-1830. New Haven: Yale University Press.

S.G. Ellis. (2007) The Making of the British Isles: the State of Britain and Ireland 1450-1660. London: Routledge

B. Kümin (ed.). (2009) The European World 1500-1800: An Introduction to Early Modern History. London: Routledge

R. Houlbrooke. (2011) Britain and Europe 1500-1780. London: Bloomsbury Academic

M.E. Weisener-Hanks. (2006) Early Modern Europe, 1450-1789. Cambridge: CUP

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 129

Total study hours: 150

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

Essay 1 1500 words 20%

Essay 2 1500 words 20%

Seminar Participation 10%

Exam (2 hours) 50%

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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Lectures and Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essays | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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**

As well a significant focus on Europe as a whole, this module also includes a particular focus on the development of new European powers in Eastern and Central Europe, and the expansion of European influence in the Americas and Asia.

**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) |
| 15/01/2020 | Major | Sep 20 | 1, 9, 10, 14, 17 | No |
| 28/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |