1. **Title of the module**

HIST6040 (HI6040) The Age of Discovery: Cultural Encounters in the Early Modern World c. 1450-1800

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 Demonstrate a knowledge and systematic understanding of the history of European discoveries and intercultural encounters between the 15th and the 18th century and of their intellectual, religious and cultural consequences.

8.2 Demonstrate a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.

8.3 Demonstrate their capacity to assess and critically engage with a wide range of primary sources, both visual and written.

8.4 Demonstrate independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

8.5 Critically evaluate key texts and other materials at a high level.

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

9.1 Demonstrate the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.2 Demonstrate enhanced communication, presentational skills and information technology skills

9.3 Demonstrate the acquisition of an independent learning style when engaging with the course content, and the ability to manage their own learning.

9.4 Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.

9.5 Approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches.

9.6 Demonstrate transferable skills, such as taking minutes, guide peers through readings; produce a variety of text and assessment genres.

1. **A synopsis of the curriculum**

A century after the discovery of the Americas, in a treatise published in 1580, the radical Reformer Jacob Paleologus argued that it was most unlikely that the ancestors of the American natives could have crossed the Ocean and he concluded hence that all humans cannot descend from one single individual, Adam. So the discovery of America not only challenged traditional geographical knowledge, but also questioned fundamental religious, anthropological and historical assumptions. This module will explore early modern encounters with new worlds and with non-European cultures and it will ask about the manifold changes of European life which these discoveries brought about.

The seminars of the first term will be dedicated to the different stages of European discoveries, starting with Columbus’ discovery of America and ending with Mungo Park’s attempts to discover the sources of the Niger river. Based on the weekly reading of one primary source, we will follow explorers, travellers, ambassadors, soldiers and missionaries on their expeditions to the inner parts of Africa, to the court of the Shah of Persia, to China and to the Americas. The module discusses the religious, intellectual, political and economical contexts of these discoveries and it will ask how the various actors organized and methodized their expeditions and how they interpreted their discoveries. The second term will be dedicated to the study of some of the consequences these discoveries entailed. How did they affect traditional European ideas about mankind, religion, the world and their position in it? How did they influence European life style, fashion, art and literature?

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

Abulafia, David, *The Discovery of Mankind: Encounters in the Age of Columbus* (New Haven, 2008)

Benjamin, Thomas, *The Atlantic World. Europeans, Africans, Indians and Their Shared History, 1400-1900* (Cambridge, 2009)

Bitterli, Urs, *Cultures in Conflict. Encounters between European and non-European cultures, 1492-1800* (Stanford, 1989)

Grafton, Anthony, *New Worlds, Ancient Texts. The Power of Tradition and the Shock of Discovery* (Cambridge, Mass., 1992)

Hunt, Lynn et al. *The Book that Changed Europe. Picart and Bernard’s Religious Ceremonies of the World* (Cambridge, Mass., 2010).

Laven, Mary, *Matteo Ricci and the Jesuit Enounter with the East* (London, 2011)

Rubiés, Joan-Pau, *Travellers and Cosmographers. Studies in the History of Early Modern Travel and Ethnography* (Aldershot, 2007)

Stagl, Justin A., *History of Curiosity. The Theory of Travel 1550-1800* (Chur, 1995)

1. **Learning and teaching methods**

Total contact hours: 60

Total private study hours: 540

Total module study hours: 600

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

Essay 1 (2500 words) – 9%

Essay 2 (2500 words) – 9%

Guided Readings – 4%

Seminar Participation – 2%

Presentations (10 minutes) – 6%

Vallaloid Debate (1500 words) – 5%

Exhibition and catalogue (1500 words, plus images/exhibits) – 5%

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Guided Readings | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Vallaloid Debate | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exhibition and catalogue | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examinations | **X** | **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) |
| 25/02/19 | Major | January 2020 | 1,8,9,12,13,14,17 | No |
|  |  |  |  |  |