1. **Title of the module**

FOUN0027 (LZ027) Introductory History for University Study

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

Centre for English and World Languages

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

Level 3

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

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

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits)

1. **The programmes of study to which the module contributes**

International foundation Programme and JYA English Plus

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

8.1. demonstrate a fundamental understanding of history at a level commensurate with Foundation level.

8.2. apply basic critical and analytical skills through exploration of historical knowledge, analysis of different source materials and the writing of essays.

8.3. demonstrate a fundamental understanding of some of the key historical developments that have shaped modern European society.

8.4. demonstrate a fundamental understanding of historiography.

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

9.1. develop own arguments with guidance, and integrate these appropriately with critically evaluated source material (from lectures or through reading) in written form.

9.2. employ some critical awareness and critical-thinking skills and be able to apply these to all areas of study.

9.3. use English with greater fluency, confidence and appropriateness, with a particular emphasis on English for academic purposes.

9.4. understand the concept of the international classroom and learning environment in a UK higher education context.

9.5. comply with methods of assessment, deadlines, homework, seminars and tutorials, manage time and learning effectively.

9.6. use services such as Templeman Library and the Computing Service and manage their learning independently.

1. **A synopsis of the curriculum**

The old European order was profoundly shaken by the outbreak of revolutions in the American colonies in 1776 and France in 1789. These events heralded an age of dramatic changes in culture, society, and politics. Beginning in Britain in the mid-seventeenth century, the Industrial Revolutions further reshaped European society. New cities sprang up, leading to the decline of rural regions. In these new urban communities new classes emerged, along with a growing sense of class-consciousness; across Europe new political ideas were formed. This was an age of revolutions, but also an age of empire; European nations throughout the long nineteenth century conquered and exploited peoples in Asia and Africa, while the spoils of empire fed the growth of domestic societies. This was an era of great progress and innovation, but also of deprivation and inequity.

This module will challenge students’ understanding of political, economic, social and cultural developments in modern European history, increasing their historical knowledge and engaging with key historiographical debates. Utilising a range of primary and secondary sources, students will be encouraged to discuss complex developments in a structured and critical way. These skills will be introduced to students through the consideration of a number of topics including: the American and French Revolutions; Industrialisation; Artistic Movements; Poverty; Political Representation; the Revolutions of 1848; German and Italian Unification; Imperialism; the outbreak of the First World War.

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

Evans, Richard J (2017), *The Pursuit of Power*: *Europe, 1815-1914*, Penguin.

Gildea, Robert (2003), *Barricades and Borders: Europe 1800-1914*, Oxford University Press.

Rapport, Michael (2005), *Nineteenth-Century Europe*, Palgrave Macmillan.

1. **Learning and teaching methods**

Total contact hours: 44

Private study hours: 106

Total Study hours: 150

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

Essay (1500 words) (30%)

Seminar Participation (10%)

In Course Test (45 minutes) (10%)

Exam (2 hours) (50%)

JYA English Plus alternative assessment in lieu of exam

Written Assignment (1500 words) (50%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework (JYA English Plus 100% coursework)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 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 |
| Weekly two-hour lecture | X | X | X | X |  |  |  | X |  |  |
| Weekly one-hour seminar | X | X | X | X | X | X | X | X | X |  |
| Weekly one-hour workshop | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Written assignment | X | X | X | X | X | X | X |  | X | X |
| In-course Test | X | X | X | X | X |  | X | X | X | X |
| Seminar participation | **X** |  | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Exam | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| JYA alternative assessment | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |

1. **Inclusive module design**

The Centre 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**

This module has a strong international focus examining industrialisation, revolution, imperialism and war using examples from British, French, German and Russian historical perspectives. Students are encouraged to draw parallels with modern examples from other countries and to analyse how historical events have shaped modern Europe. Students should utilise sources from a range of international perspectives. Ideas from different international angles will be discussed in seminar and workshop discussions and in essay assignments.

**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.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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