1. **Title of the module**

HIST4250 (HI425): Revolutionary Europe, 1700-1850

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 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 programmes of study to which the module contributes**

BA in History, all single- and joint-honours programmes.

Available as a wild module. Available to Short Term Credit students at the discretion of the school/module convenor.

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

8.1 Demonstrate knowledge and conceptual tools to understand and interpret the emergence of revolutionary ideas, and revolutionary approaches to social transformation, in Europe in the period 1700-1850. Demonstrate knowledge of the key episodes of the history of the period, with particular emphasis on France and Russia, and some of the historiographical debate surrounding the subject.

8.2 Discuss the issues that are raised in the module, and to present their work in written and oral form. The diverse ways in which revolutionary ideas were received in different European countries, will explored, thereby giving students an enhanced understanding of the diversity of human cultures

8.3 Use and evaluate relevant primary sources relating to the political, intellectual and cultural history of Europe in the period. Through a diversity of sources, students will be exposed to a variety of outlooks and learn about the importance of using a diversity of sources in their research into the past.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Use intellectual and transferable skills, and certain kinds of understanding. Understand the problems that are inherent in the historical record and the limits within which interpretation is possible
	2. Use critical thought and independence of mind, the capacity to marshall subtle and sophisticated arguments, and the ability to challenge to received conclusions, and look at a theme (in this case ‘revolution’) over a long period of time
	3. Demonstrate essay writing and oral presentation skills. Make good use of relevant library resources word processing skills.
	4. Use transferable skills in the following four areas: communication, improvement in learning, working with others and problem solving
2. **A synopsis of the curriculum**

The first section of the module will focus on the impact of the Enlightenment, and revolutionary approaches to social change, in France and Russia. In the final seminars, the wider impact of revolutionary ideas, including the concept of nationalism, will be explored in a wider European context. Topics covered will include: the Enlightenment; the French revolution; Jacobinism; the Napoleonic Empire; Russia under Peter the Great and Catherine the Great; the Decembrist revolt in Russia; nationalism in Europe; the revolutions of 1848

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

Blanning TCW, (2008) *The Pursuit of Glory: Europe 1648-1815*

Doyle, W., (2001) *The Origins of the French Revolution*

Doyle, W.,(2003) *The Oxford History of the French Revolution*

Ellis, G., (2003) *The Napoleonic Empire*

Hampson, N., (1990) *The Enlightenment*

Hosking, G., (2010) *People and Empire*

Thomson, D., (1990) *Europe Since Napoleon*

1. **Learning and teaching methods**

Total contact hours: 15

Private study hours: 135

Total study hours: 150

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

**This module has two assessment patterns**

***Assessment Pattern 1 – Autumn Term***

Two essays 3,000 words 80%

Oral Presentation 20%

***Assessment Pattern 2 – Spring Term***

Two essays 2,000 words 40%

Oral Presentation 10%

Examination 50%

13.2 Reassessment methods

This module will be reassessed by 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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** |  | **X** | **X** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |
| **PATTERN 1** |  |  |  |  |  |  |  |
| Essay 1 (1,500 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 (1,500 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Oral  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **PATTERN 2** |  |  |  |  |  |  |  |
| Essay 1 (1,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 (1, 000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| oral  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **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**

This module will have great benefits for internationalisation as it introduces students to a vital turning point in European history, name the age of revolutions 1700-1850. It will introduce them to the political culture of France, Spain, Germany and Austria.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018