1. **Title of the module**

HI6011 (HI6011) From Crisis to Revolution, France 1774-1799

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

School of History/ Division of Arts and Humanities

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

Level 5

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

30 credits (15 ECTS)

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

Autumn

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

None

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

BA History (Joint and Single Honours)

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

8.1 Demonstrate a comprehensive knowledge of the political, intellectual, cultural and social developments in Revolutionary France from 1774 to 1799

8.2 Understand the utility and importance of assessing the specific historical developments in political thought in France during the late eighteenth century.

8.3 Confidently evaluate, with a variety of interpretations and perspectives pertaining to the module topic

8.4 Build an understanding of the themes and key achievements of the French Revolution.

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

9.1 Construct analytical arguments based on an evaluation of reviews and secondary literature so as to communicate and understand these clearly.

9.2 Manage their own learning with both expert guidance and own initiative by reading the most relevant scholarly materials and understanding pertinent historical interpretations.

9.3 Identify a range of solutions involving different types of secondary literature and abstract concepts in order to make evaluations about complex issues in different contexts

9.4 Analyse and assimilate significant and pertinent quantities of data, enabling them to undertake appropriate further training of an academic nature

1. **A synopsis of the curriculum**

The French Revolution was one of the great turning points of European history. Indeed the deputies of the National Assembly claimed that the year 1789 marked the beginning of a new modernity. They consciously rejected the past by dismissing it as an ‘ancien régime’ or old order. This module will seek to understand and question this claim. It will examine critically the last decades of the Bourbon monarchy and ask if the term ‘crisis’ is an adequate description of this period. It will then turn to the revolutionaries’ ambitious programme of reform which sought to remould not only the institutional and governmental landscape of France but the very underpinnings of daily life. The Revolution deployed rapidly a new armoury of political concepts such as: national sovereignty, secular state and rights of man. Such innovations threw political legitimacy, deference towards social elites and the relationship between church & state into a dangerous state of flux. The module will examine the process by which an initially liberal agenda of freedom, tolerance and pluralism succumbed quickly to factional expediency, international warfare and political terror. It will also introduce students to some of the historiographic battlegrounds and stakes which have divided scholars of the French Revolution during the past two centuries.

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

Bronislaw Baczko, Ending the Terror: The French Revolution after Robespierre (Cambridge, 1994)

William Doyle, The Oxford History of the French Revolution (any edition)

P.M. Jones, Reform and Revolution in France, The Politics of Transition, 1774–1791 (Cambridge, 1995)

William Doyle, The Origins of the French Revolution (any edition)

Martyn Lyons, France under the Directory (Cambridge, 1975)

R.R. Palmer, Twelve Who Ruled, The Year of the Terror in the French Revolution (any edition)

Munro Price, The Fall of the French Monarchy (London, 2006)

Timothy Tackett, Becoming Revolutionary, The Deputies of the French National Assembly and the Emergence of a Revolutionary Culture 1789 - 1790 (Pennsylvania, 1996)

Simon Schama, Citizens (any edition)

David Andress, The Terror, The Merciless War for Freedom in Revolutionary France (any edition)

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

100% Coursework,

The coursework component will consist of:

Essay 1 Thematic (2,000 words) (30%)

Essay 2 Analytical Case Based (3,000 words) (50%)

Presentation 1 (10%)

Presentation 2 (10%)

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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation 2 | **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**

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. This module on the ancien régime and French revolution opens student vistas to one of the most importance European countries on the continent. There will be in depth debates on how the French revolution spiralled into Terror and trans-European warfare. It affords students an opportunity to consider different cultures, perspectives and histories beyond a narrow national focus.

**DIVISIONAL 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) |
| 14/01/2020 | Major | 2021/22 | 8,9,13,14,17 | No |
|  |  |  |  |  |