1. **Title of the module**

HIST6056 (HI6056) - The British Atlantic World, c.1580-1763: Planters, Pirates, Puritans and Pioneers

HIST6057 (HI6057) - The British Atlantic World, c.1580-1763: Planters, Pirates, Puritans and Pioneers

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

Arts and Humanities

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

Level 5 (HIST6056)

Level 6 (HIST6057)

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 or Spring

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

None

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

BA History (Single and Joint Honours)

BA American Studies

BA Military History

1. **The intended subject specific learning outcomes.**

**On successfully completing the Level 5 module students will be able to:**

8.1 demonstrate the knowledge and conceptual tools necessary to understand and interpret the history of Atlantic colonisation conducted from Britain between c.1580 and c.1760.

8.2 manifest an understanding of the most important relevant episodes of the history of the period, and some of the historiographical debates surrounding the subject.

8.3 critically analyse a range of primary sources including letters, diaries, journals, memoirs, published and unpublished material (among many others).

8.4 exhibit strong analytical and critical skills and be able to evaluate and assess early American history and its impact and legacy in later periods.

**On successfully completing the Level 6 module students will be able to:**

8.5 understand and critically engage with complex historiographical debates and disputes, and demonstrate a thorough and systematic understanding of the latest research.

8.6 demonstrate their ability to properly analyse and employ 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.

8.7 demonstrate an ability to think critically about a range of complex and diverse topics relating to Britain’s history of American colonialism.

1. **The intended generic learning outcomes.**

**On successfully completing the Level 5 module students will be able to:**

9.1 enhance their ability to express complex ideas and arguments through a variety of communication methods, using skills which can be transferred to other areas of study and employment.

9.2 enhance communication, presentational skills and information technology skills.

**On successfully completing the Level 6 module students will be able to:**

9.3 demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning, and by mediating complex arguments through a variety of communication methods.

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.

1. **A synopsis of the curriculum**

The curriculum works systematically through the exploration and settlement of different regions, with weekly material covering particular migratory pathways, including Chesapeake planters, New England puritans, pirates and settlers in the Caribbean, and other seminal cultural zones including attention to the Middle Colonies and the Lower South. Introductory coverage will explore the “prehistory” of British colonialism through an examination of the plantation of Ulster, and other aspects of migration and imperialism will be treated through engagement with the Scottish experiment at Darien and English attempts to gain footholds in West Africa. The curriculum will concentrate on particular themes to help sustain integrity across this diffuse oceanic domain: encounters with indigenous peoples, Atlantic imperialism, settlement demographics, and cultural folkways. The final weeks of the course will treat points of convergence and integration, including the growth of cities, religious movements, political commonalities, and the eighteenth-century wars for empire in the Atlantic, culminating in the Peace of Paris of 1763.

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

K.R. Andrews. (1984) Trade, plunder, and settlement: maritime enterprise and the genesis of the British Empire, 1480-1630. Cambridge: CUP

D. Armitage & M.J. Braddick (eds.). (2002) The British Atlantic world, 1500-1800. Basingstoke: Palgrave

I. Berlin. (1998) Many Thousands Gone: the first two centuries of slavery in North America. Cambridge, MA: Harvard UP [E-Book]

N. Canny (ed.). (1999) The origins of empire: British overseas enterprise to the close of the

seventeenth century. Oxford: OUP [E-Book]

N. Canny & P. Morgan (eds.). (2011) The Oxford Handbook of the Atlantic World, c.1450-c.1850.

Oxford: OUP [E-Book]

S. Sarson. (2005) British America, 1500-1800: Creating Colonies, Imagining an Empire. New York: Bloomsbury

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Level 5

Topic Essay 3,500 words 40%

Source Review 1,750 words 20%

Scholarship Review 1,750 words 20%

Seminar Participation 10%

Presentation 10-minutes 10%

Level 6

Topic Essay 3,500 words 40%

Source Review 1,750 words 20%

Scholarship Review 1,750 words 20%

Seminar Participation 10%

Presentation 10-minutes 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 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Level 5 Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical Review | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** |  |  |  |
| Essay | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** |  |  |  |
| Seminar Participation | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** |  |  |  |
| Presentation | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** |  |  |  |
| Examination | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** |  |  |  |
| **Level 6 Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical Review | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **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**

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.

**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) |
| 11/01/2021 | Major | 2021/22 | 11,13 | No |
|  |  |  |  |  |