1. KentVision Code and title of the module

HIST3008 The Early Modern World: Conflict & Culture, 1450-1750

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Arts and Humanities, School of History

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

30 Credits (15 ECTS)

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

Autumn and Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: BA History and History Joint-Honours; BA Military History; & BA Ancient, Medieval and Modern History

Also available as an elective module.

Available to Short Term Credit students at the discretion of the school.

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

* 1. Understand the political, social and cultural developments in the history of early modern Europe and its relationship to the wider world between c.1450 and 1750.
  2. Demonstrate the skills needed to understand, research, evaluate, contextualise and communicate effectively their knowledge of early modern history using a variety of methods.
  3. Demonstrate a knowledge of some of the historiographical debates surrounding the subject and be well positioned to judge between competing interpretations of this era.
  4. Formulate their own opinions and martial an argument through critical engagement with a range of primary and secondary materials.

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

* 1. Express ideas and arguments effectively using a variety of methods, which can be transferred to other areas of study and employment.
  2. Demonstrate a variety of communication/presentational skills and IT skills.
  3. Demonstrate their problem solving skills and their ability to work both independently (e.g. private study) and within groups (e.g. seminar work and discussions)
  4. Engage in independent work, using library resources, and will have practiced and improved their skills in time management, historical research, organisation and analysis of material, and communication.

## A synopsis of the curriculum

This module will provide a survey of the major events, themes, and historiographical debates in early modern history (c. 1450-1750). It considers the turbulent relationship between the English crown and aristocracy which led to the Wars of the Roses, the mid-Tudor rebellions and Civil War in the 1640s. During this time in Europe and the wider world, major social, cultural and religious changes included the Renaissance, the advent of print, the Reformations, the rise of empires, the Enlightenment and an explosion of commodities and trade. Influencing these dramatic events were the new encounters between civilisations spurred on by trade, empire and the spread of Christianity. In everyday life, these transformations led to new ways of thinking about gender, the body, and social hierarchies. Through a wide variety of texts, images and objects we will trace the refiguring of the world from medieval kingdoms to global empires and ask whether this really was the beginning of ‘modernity’.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 260

Contact Hours: 40

Total: 300

## Assessment methods

* 1. Main assessment methods

Written Assignment 1 Plan (250 words) – 5%

Written Assignment 1 (1,500 words) – 25%

Short Exercise (750 words or equivalent) – 15%

Written Assignment 2 (1,500 words) – 25%

## Group Thematic Project (2,000 words or equivalent) – 30%

* 1. Reassessment methods

100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written Assignment 1 Plan | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written Assignment 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Short Exercise | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written Assignment 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Group Thematic Project | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module focuses on introducing students to the period 1450-1750 with a focus on Britain, Europe, and the wider world. At each stage, the geographical focus will be extended, with Britain’s relationship with Europe and America explored, and Europe’s interactions with the wider world examined (especially in the Americas and Asia).

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 19/12/2022 | New | 2023/24 | N/A | No |
|  |  |  |  |  |