1. **KentVision Code and title of the module**

HIST4340 Ten Technologies That Changed The World

1. **Division and School/Department which will be responsible for management of the module**

Division of Arts and Humanities (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 credits)

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

Spring Term

1. **Prerequisite and co-requisite modules and/or any module restrictions**

None

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

Optional to the following courses:

Single and joint-honours History

Military History

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

8.1 Demonstrate knowledge of key technologies, episodes and events in the medieval, early modern and modern development of science and technology in Europe and the USA.

8.2 Interpret a representative sample of science and technology historiography from the past generation.

8.3 Demonstrate an understanding of key themes explored by historians of science and technology since the birth of the sociology of scientific knowledge (e.g. practices, networks, textualisation).

8.4 Demonstrate an understanding of how these historical methodologies translate into written histories.

8.5 Demonstrate critical acumen concerning popular myths about science, technology and their history.

8.6 Display an understanding of the specific skills involved in the presentation of technological development to different audiences.

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

9.1 Demonstrate knowledge of the underlying concepts and principles associated with this topic and interpret them within that framework

9.2 Display their ability to identify and solve problems

9.3 Engage confidently in independent work, with a strong grasp of time management, use of library resources, historical research, organisation and analysis of material, and communicate through various methods to a variety of audiences.

9.4 Communicate the results of their research effectively through written work, including the use of structured and coherent arguments.

9.5 Demonstrate their communication skills and skills with IT.

9.6 Present information creatively and accessibly.

1. **A synopsis of the curriculum**

Throughout the course of human history, developments in science and technology have changed the way we interact with one another and with the world at large. This team-taught module will showcase the breadth and depth of expertise of the staff in History by exposing students to examples of technological advances from the medieval, early modern and modern periods, and encompassing diverse sub-fields such as military history, environmental history, and the history of medicine. Moreover, the ten technologies included in the module will each act as a lens through which students can understand broader historical trends and themes – including the rise of literacy and civil society, the expansion and reduction of empire, travel across and beyond the Earth, the fight for gender and race equality, and the social implications of an increasingly online and interconnected world.

1. **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).

1. **Learning and teaching methods**

Total contact hours: 20

Total private study hours: 130

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Blog post (1,000 words) – 15%
* Essay (2,000 words) – 25%
* Seminar contributions – 10%
* Examination (2 hours) – 50%

13.2 Reassessment methods

One essay of 2,000 words; title to be selected from the list of essays in the Module Handbook and on a topic not hitherto covered by the student.

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 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** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Blog post – 1,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay – 2,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar contributions | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **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**

This module places scientific and technological advances in an international, primarily European and American, context. The learning outcomes require that students be able to place the advances and technologies under examination in an international context over broad chronological and geographical periods.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 20/01/2021 | Major | 2021/22 | 1,8,10,13-14 | No |
| 21/12/2021 | Minor | 2022/23 | 13-14 |  No |