1. **Title of the module**

Early Modern Islamic Empires: 1500-1757.

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

History

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

5

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

30 (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 programmes of study to which the module contributes**

BA History, BA History JH

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

8.1 Be introduced to the history of the political, social and cultural developments in the Islamic world between 1500-1757.

8.2 Acquire an understanding of the cultural encounter and historical interaction between Islamic states, broadly conceived.

8.3 Assess critically and historically the shared and differing perspectives on different parts of the Islamic World to one another.

8.4 Acquire knowledge and understanding of a variety of methodological and theoretical approaches regarding the history of cultural exchange, cultural encounters and intercultural perceptions. They will in particular acquire a critical understanding of the 'Orientalism'- debate and its impact on the disciplines of cultural, postcolonial and political history.

8.5 Demonstrate an understanding of the complexities and the context of various primary sources relating to the Islamic world. To read them critically.

8.6 Develop their critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.

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

9.1 Enhance their ability to express complex ideas and arguments effectively to a variety of audiences and/or using a variety of methodswhich can be transferred to other areas of study and employment.

9.2 Enhance communication, presentational skills and information technology skills.

9.3 Consider and demonstrate their understanding of critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians.

9.4 Demonstrate their problem solving skills and ability to work independently.

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9.5 Communicate complex concepts effectively to a variety of audiences and/or using a variety of methods9.6 Demonstrate their communication skills and to skills in IT.

1. **A synopsis of the curriculum**

In this course, students will study the rich history of the Early Modern Islamic World, stretching from the Ottoman Empire in the West, to India and Central Asia in the East. The course will focus on the three so-called ‘Gunpowder Empires’, the Ottomans, Safavids and Mughals. It will cover their rise from tribal, religious groupings on the borders and peripheries of the Islamic World, to true world powers. Students will be introduced to the ancient concepts of Iranian Kingship and how these were revitalised by all three empires to serve political aims, while maintaining a strict adherence to the tenets of Islam. Students will also explore the conflicting nature of these empires and their neighbours; whether the ongoing struggles between the Ottomans and Safavids in the Caucasus, or the uneasy relationship between the Mughals and the Hindu population of the Indian Subcontinent.

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

Alam, Muzaffar and Subrahmanyam, Sanjay. *Indo-Persian Travels in the Age of Discoveries 1400-1800. Cambridge, 2007.*

Aslanian, Sebouh. *From the Indian Ocean to the Mediterranean: The Global Trade Networks of Armenian Merchants from New Julfa. University of California, 2011.*

Casale, Giancarlo. *The Ottoman Age of Exploration. Oxford, 2010.*

Dale, Stephen. *Indian Merchants and Eurasian Trade, 1600-1750. Cambridge, 1994.*

Faroqhi, Suraiya, *The Ottoman and Mughal Empires: Social History in the Early Modern World. I.B. Tauris, 2019.*

Floor, Willem. *The Economy of Safavid Persia. Wiesbaden, 2000.*

Gommans, Jos. *Mughal Warfare: Indian Frontiers and High Roads to Empire, 1500-1700. London, 2002.*

Melville, Charles. *Safavid Persia. I.B.Tauris, 2009.*

1. **Learning and teaching methods**

Contact hours: 30

Private study hours: 270

Total hours: 300

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

Essay 1 (2,000 words) 40%

Essay 2 (2,000 words) 40%

Annotated Bibliography 20%

13.2 Reassessment methods

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 | 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** |  |
| Lecture | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Annotated Bibliography | **X** | **X** | **X** | **X** | **X** | **x** | **X** | **X** | **X** | **X** | **X** | **X** |  |

1. **Inclusive module design**

The School 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**

Internationalisation is central to this course, as its core focus, literature and sources will be explicitly extra-European, while also exploring issues of imperialism, colonialism and race in the context of regional change and experience. This module will seek to counter issues of orientalist views and perspectives on the history of the Islamic World by using sources from the area itself and how these reflect the subject matter of the course.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 15/01/2020 | Major | Sep 20 | 4, 5, 9, 14 | No |
|  |  |  |  |  |