1. **Title of the module**

HIST6009 (HI6009) - Europe and the Islamic World, c. 1450-1750

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

School of History

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 or Spring

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

None

1. **The programmes of study to which the module contributes**

BA History (Single and Joint Honours)

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

8.1 Been introduced to the history of the political, social and cultural developments in the Islamic world between 1450-1750 and its relation to early modern Europe.

8.2 Acquired an understanding of the cultural encounter and historical interaction between Christian Europe and the Islamic world, appreciating the impact this encounter had on the development of European civilization.

8.3 Assessed critically and historically the Christian-European perception of the Islamic world and vice versa.

8.4 Acquired 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 Demonstrated an understanding of the complexities and the context of various primary sources relating to the European perception of the Islamic world. To read them critically.

8.6 Developed 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 enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.2 enhanced communication, presentational skills and information technology skills.

1. **A synopsis of the curriculum**

Cultures never develop and grow in isolation. They are built on the values of past generations, and they are shaped and challenged in interaction with other cultures. The main objective of this module is to explore and present the powerful interaction between Europe and the Islamic world in early modern times, c. 1450-1750.

The course will firstly provide an overview of the rise and fall of three major Islamic states and empires (the Abbasid Caliphate, the Safavid Empire, the Ottoman Empire). It will then assess the early modern European encounter with the Islamic world 1) by discussing the scholarly, religious, political and economic incentives for this encounter; 2) by documenting the exchange of knowledge, ideas, values and material objects this encounter stimulated in the early modern period; 3) by exploring the enormous impact, which this encounter had on European civilization.

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

Norman Daniel, Islam and the West. The Making of an Image, new ed. (2009)

Natalie Zemon Davies, Trickster Travels: A Sixteenth-Century Muslim between the Worlds (New York 2006)

Adam S. Francisco, Martin Luther and Islam. A Study in Sixteenth-Century Polemics and Apologetics (Leiden, 2007).

Robert Irwin, For Lust of Knowledge. The Orientalists and their Enemies (2006)

Gerald MacLean The Rise of Oriental Travel. English Visitors to the Ottoman Empire 1580-1720 (Basingstoke, 2004)

Margarete Meserve, Empires of Islam in Renaissance historical thought (2008)

The Quran, trans. Tarif Khalidi (2008).

Edward Said, Orientalism (1978)

George Saliba, Islamic Science and the Making of European Renaissance (Massachusetts, 2007)

G J. Toomer, Eastern Wisedome and Learning. The Study of Arabic in Seventeenth-Century England (Oxford, 1996).

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Essay 1 3000 words 16%

Essay 2 3000 words 16%

Presentation and Seminar Participation 8%

Examination 2-hours 60%

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* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **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 and Seminar Participation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School 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.

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**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) |
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Revised FSO Jan 2018