1. **Title of the module**

HIST6025/HIST6026 (HI6025/HI6026) Early Modern Europe: Culture, Identity, Encounter 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)**

Levels 5 & 6

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 and associated Joint Honours Programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate the knowledge and conceptual tools to understand and interpret major changes taking place in European society between c. 1450 and 1750.
	2. Display a knowledge of the most important relevant episodes of the social, cultural and economic history of the period, and some of the historiographical debates surrounding the subject.
	3. Demonstrate their ability to discuss the issues that are raised in the module, and to present their work in written and oral form.
	4. Demonstrate an enhanced understanding of what life was like for early modern Europeans, and how it changed between the 15th and the 18th century, especially in terms of social, economic, and gender relations.

**In addition Level 6 students will be able to:**

* 1. Demonstrate a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.
	2. Demonstrate their capacity to assess and critically engage with primary sources ranging from the textual to the visual.
	3. Demonstrate independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals.
1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

By the end of this module all students should have:

* 1. Demonstrate enhanced ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment
	2. Demonstrate enhanced communication, presentational skills and information technology skills

**In addition, Level 6 students will be able to:**

* 1. 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 in both oral and written form
	2. Display the ability to approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches
	3. Demonstrate the ability to present the outcomes of the research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts
1. **A synopsis of the curriculum**

This module covers fundamental transformations taking place in European society between c. 1450 and 1750. It focuses specifically on the everyday experiences of early modern Europeans, and how these changed as a result of, amongst others, global expansion, encounters with ‘others’, religious change, urbanisation and a ~~innovation~~ proliferation of new goods. Through looking at how these transformations affected the micro-level of men and women in their daily lives, this module aims to give insight into the ever-changing lives of Europeans before the onset of ‘modernisation’ in the 19th century. Themes that will be addressed in the lectures and seminars include ethnic and religious diversity, gender, the individual, witchcraft and material culture.

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

• J. Amelang, The Flight of Icarus: Artisan Autobiography in Early Modern Europe (1998).

• J. M. Bennett and A. M. Froide (eds), Singlewomen in the European past, 1250-1800 (Philadelphia PA, 1999).

• S.C. Ogilvie, A Bitter Living: Women, markets, and social capital in early modern Germany (2003).

• S. Ozment, Ancestors: The Loving Family in Old Europe (2001).

• L. Roper, Oedipus and the Devil: Witchcraft, Sexuality and Religion in Early Modern

• Europe (1994).

• U. Rublack, Dressing Up: Cultural Identity in Renaissance Europe (2010).

• R. Sarti, Europe at Home - Family and Material Culture 1500- 1800 (2002).

• M. Wiesner-Hanks, Early Modern Europe, 1450-1789 (Cambridge, 2006).

1. **Learning and teaching methods**

Total contact hours - 30

Total Private Study hours - 270

Total study hours - 300

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

Essay 1 (3,000 words) 25%

Essay 2 (3,000 words) 25%

Presentation (15 minutes) 10%

Examination (2 hours) 40%

* 1. 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* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** |  | **x** |  |  |  |  |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 – 3000 words | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 – 3000 words | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation – 15 minutes | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| 2-hour exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The Schoolrecognises 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 key to this module. Its key focus is on looking at European society – in particular everyday life in Europe. In addition it also deals with European encounters with individuals and cultures from outside Europe.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25/02/19 | Major | September 2019 | 1,3,7,8,9,10,11,12,13,14,15,17 | No |
|  |  |  |  |  |