1. **Title of the module**

LANG4001 – What is Europe?

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

School of European Culture and Languages

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**

30 Credits (15 ECTS)

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

Autumn and Spring

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

None

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

Compulsory for BA European Studies (Combined Languages)

Also available as a ‘wild’ module

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

8.1 Demonstrate a broad understanding of the socio-historical and cultural background of modern and contemporary Europe;

8.2 Demonstrate understanding of a variety of texts by some of the most important writers and intellectuals in modern and contemporary Europe;

8.3 Analyse set texts in detail;

8.4 Demonstrate knowledge and understanding of the ways in which European social and political history is manifested in the set texts.

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

9.1 Demonstrate communication skills;

9.2 Write cogent and well-constructed arguments;

9.3 Undertake independent and wide-ranging research in the Library and online;

9.4 Take responsibility for personal and professional learning and development.

1. **A synopsis of the curriculum**

Though very young in its political and economic structures, Europe has a long history, which is explored in this module through a focus on its socio-political and cultural layouts, including the largest conglomerates that allegedly attempted to ‘unify’ it (e.g. Napoleon’s France), and the ideologies which accompanied them. The module will also introduce representations of these ideologies in literature, the Arts and public discourse, and will conclude by analysing the creation of the European Union, its political bodies and its current layout.

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

Clark, M. (1984). *Modern Europe (1861-1995)*. London: Longman.

Ginsborg, P. (1990). *A History of Contemporary Europe. Society and Politics 1943–1988*. London: Penguin.

Hutchinson, Ben. (2016). *Lateness and Modern European literature*. Oxford: Oxford University Press.

Mtchedlishvili, Daviti. (2018). ‘Theorising Europeanisation in European Literature: Conceptualisation and Operationalisation’. *Australian & New Zealand Journal of European Studies* 10(1), pp. 79–91.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

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

* Essay 1 (2,000 words) – 50%
* Essay 2 (2,000 words) – 50%

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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Lecture | **x** | **x** |  | **x** |  |  |  |  |
| Seminar | **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** |

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**

The module requires students to engage with a wide range of primary and secondary texts, written by European and international scholars. The module introduces the culture of Europe, the supranational and international conglomerate par excellence.

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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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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