1. **Title of the module**

FOUN0027 (LZ027) Introductory History for University Study (JYA)

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

Centre for English and World Languages

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

Level 3

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

15 credits (7.5 ECTS)

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

Autumn

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

None

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

JYA English Plus

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. demonstrate a fundamental understanding of history at a level commensurate with Foundation level.
	2. apply basic critical and analytical skills through exploration of historical knowledge, analysis of different source materials and the writing of essays .
	3. demonstrate a fundamental understanding of some of the key historical developments that have shaped modern European society.
	4. demonstrate a fundamental understanding of historiography.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. develop own arguments with guidance, and integrate these appropriately with critically evaluated source material (from lectures or through reading) in written form.
	2. employ some critical awareness and critical-thinking skills and be able to apply these to all areas of study.
	3. use English with greater fluency, confidence and appropriateness, with a particular emphasis on English for academic purposes.
	4. understand the concept of the international classroom and learning environment in a UK higher education context.
	5. comply with methods of assessment, deadlines, homework, seminars and tutorials, manage time and learning effectively.
	6. use services such as Templeman Library and the Computing Service and manage their learning independently.
3. **A synopsis of the curriculum**

The last decades of the nineteenth century witnessed a growing rivalry between the newly formed German state and other so-called Great Powers including Britain, France and Russia. Tensions between these nations would erupt in 1914, and again in 1939, as these powers embarked upon catastrophic conflicts that witnessed the deaths of millions. In Russia, the catastrophe of the First World War led to the birth of a new political regime – the Soviet Union – while Europe also found itself rivalled by the emergence of a new superpower: the USA.

This module will challenge students’ understanding of political, economic, social and cultural developments in modern European history, increasing their historical knowledge and engaging with key historiographical debates. Utilising a range of primary and secondary sources, students will be encouraged to discuss complex developments in a structured and critical way. These skills will be introduced to students through the consideration of a number of topics including: the Revolutions of 1848; the rise of Germany as a major European Power; Revolutionary Russia; the rise of the Soviet Union, and the European experience of the First World War.

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

Blanning, T.C.W. (2000). *The Oxford History of Modern Europe.* Oxford: Oxford University Press Smith, H. (ed.) (2011). *The Oxford Handbook of Modern German History.* Oxford: Oxford University Press

Suny, R. (ed.) (2006). *The Cambridge History of Russia vol 3.* Cambridge: Cambridge University Press

Vinen, R. (2002). *A History in Fragments: Europe in the Twentieth Century.* London: Abacus

1. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *44* |
| Private study hours: | *106* |
| Total Study hours: | *150* |

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

In Course Test 1 (45 minutes) (20%)

In Course Test 2 (45 minutes) (20%)

Written Assignment (1800 words) (60%)

* 1. 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)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Weekly two-hour lecture | **X** | **X** | **X** | **X** |  |  |  | **X** |  |  |
| Weekly one-hour seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Weekly one-hour workshop | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | X |  |
| Private Study |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | X | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Written assignment | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| In-course Tests | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Centre 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 has a strong international focus examining industrialisation, revolution, imperialism and war using examples from British, French, German and Russian historical perspectives. Students are encouraged to draw parallels with modern examples from other countries and to analyse how historical events have shaped modern Europe. Students should utilise sources from a range of international perspectives. Ideas from different international angles will be discussed in seminar and workshop discussions and in essay assignments.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/07/17 | Minor | September 2017 | 1, 8, 9, 12, 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018