

## TEEME Consortium Agreement

### Annex 2: Programme Specification

Title: Doctor in Philosophy  
Programme: Text and Event in Early Modern Europe (TEEME)  
An Erasmus Mundus Joint Doctorate

#### 1.1 Type of Programme

TEEME – Text and Event in Early Modern Europe – is a structured PhD programme offered jointly by a consortium consisting of the University of Kent (United Kingdom), the Free University of Berlin (Germany), the University of Porto (Portugal), and Charles University in Prague (Czech Republic). The programme was selected for funding under the Erasmus Mundus Joint Doctoral scheme (EMJD) in July 2010 (Erasmus Mundus phase 2, 2009-2013, Action 1: joint programmes). The EU will finance 5 consecutive editions of the programme from 2011 until 2015. Kent will act the coordinating institution throughout these five years. Academic representatives from the four consortium universities have developed the programme together at several international meetings throughout 2009 and 2010, and all elements of the following programme specifications have been approved by all partners.

The programme has to meet certain requirements to be eligible for Erasmus Mundus funding. Among these are a common language policy (students on the programme will have to demonstrate competence in at least two EU languages) and a mandatory mobility pathway which requires study for at least one year in at least two different EU countries.

A website for the programme has been set up at [www.teemeurope.eu](http://www.teemeurope.eu)

#### 1.2 Award and Title

Award: the final degree will be a joint or dual (double) degree awarded by two of the four consortium partners (for further details see 1.13, 'Final Examination').

Title: Doctor in Philosophy  
Programme: 'Text and Event in Early Modern Europe (TEEME)'. An Erasmus Mundus Joint Doctorate

#### 1.3 Length and Mode of Registration

36 months; full-time only

#### 1.4 Entry Requirements

Note: A large number of candidates on the programme will be from overseas because Category A Fellowships will be restricted to candidates who have lived, worked and/or studied for no more than 12 months out of the past five years in the EU (see annex 1 for the precise eligibility criteria regarding Fellowships. These criteria have been set by the European Commission).

Applicants will normally be expected to hold a 2<sup>nd</sup> cycle degree which was awarded the best or second best grade available in their national system in any area of literature, history or cultural studies. Applicants from other Humanities or Social Science subjects will also be considered. The consortium is committed to considering applicants on the basis of non-formal education and experience.

The language of tuition is English for all core elements of the programme, including the thesis. Some elective modules and special skills courses may be replaced with equivalent offerings in other languages (subject to approval by the Academic Board), depending on the candidate's language competence.

Language requirements: non-native speakers of English must demonstrate, through the acquisition of a recognized qualification, proficiency in English at CEFR (Common European Framework of Reference for Languages) level C1 ('proficient user'), for instance through an IELTS level 7.0 qualification or a score of 100 (including a minimum 22 in both writing and reading) in the internet-based TOEFL (the paper-based TOEFL is not acceptable). Candidates whose native language is English will be required to demonstrate, through the acquisition of a recognized qualification, competence in another EU language at CEFR level B2 ('independent user').

Applicants to the programme will be selected on the basis of high academic achievement, the fit of their research project with the TEEME research profile, and an assessment of their potential and commitment to complete high quality research. Candidates will need to demonstrate their eligibility and academic achievement through the submission of relevant documentation, including:

- detailed transcripts with grades and degree classification
- a current CV
- a certificate of language ability
- a statement of purpose
- a research proposal including justification of the proposed mobility pathway
- the names of two referees who will attest to the applicant's academic standing and potential

All candidates will also be expected to indicate that they have understood, and are committed to, the integrated mobility.

### **1.5 Anticipated Total Student Registrations**

For five consecutive years (2011 to 2015) the programme will receive funding from the EACEA (Education Audiovisual and Culture Executive Agency) under the Erasmus Mundus Joint Doctoral scheme. The EU will annually specify the number of Fellowships available for each edition of the programme. In 2011, 9 Fellowships will be awarded, and a similar number is expected in subsequent years. The minimum registrations p.a. will therefore be 9, the maximum (including non-Fellowship holders) has been set at 16.

### **1.6 Programme Management**

At the University of Kent, ten members of staff from the Schools of English and History are currently (spring 2011) participating in the programme. All but three

(Cox, Kesson, Grummitt) currently meet the Kent requirements for supervisory chairs.

1. Dr Rosanna Cox (School of English)
2. Professor Kenneth Fincham (School of History, current Head of School)
3. Dr David Grummitt (School of History)
4. Professor Bernhard Klein (School of English, current Head of School)
5. Dr Andy Kesson (School of English)
6. Professor Donna Landry (School of English, current Director of Research)
7. Dr Marion O'Connor (School of English)
8. Dr David Ormrod (School of History)
9. Dr David Potter (School of History)
10. Dr Catherine Richardson (School of English)

At the Free University of Berlin, seven members of staff from the Departments of English, History and Cultural Studies, German, Romance Languages and Literature are currently participants in the programme.

1. Professor Peter-André Alt (German Department, current President of the Free University)
2. Dr Claudia Jarzebowski (Department of History and Cultural Studies)
3. Professor Ulrike Schneider (Department of Romance Languages and Literatures)
4. Professor Manfred Pfister (English Department)
5. Professor Sabine Schülting (English Department)
6. Professor Claudia Ulbrich (Department of History and Cultural Studies)
7. Professor Russell West-Pavlov (English Department)

At the University of Porto, six members of staff from the Departments of Anglo-American Studies, History, and Portuguese and Romance Studies are currently participants in the programme.

1. Professor Jorge Bastos da Silva (Department of Anglo-American Studies)
2. Professor Rui Carvalho Homem (Department of Anglo-American Studies)
3. Professor Maria de Fátima Marinho (Department of Portuguese and Romance Studies, current Dean of the Faculty of Arts)
4. Professor Amélia Polónia (Department of History)
5. Professor Zulmira Santos (Department of Portuguese and Romance Studies)
6. Professor Fátima Vieira (Department of Anglo-American Studies)

At Charles University in Prague, six members of staff from the Departments of Anglophone Literatures and Cultures, and World History are currently participants in the programme.

1. Professor Martin Hilský (Department of Anglophone Literatures and Cultures)
2. Professor Martin Kovář (Department of World History, current Head of Department)
3. Professor Martin Procházka (Department of Anglophone Literatures and Cultures)
4. Professor Aleš Skřivan (Department of World History, current Deputy Head of Department)

5. Dr Soňa Nováková (Department of Anglophone Literatures and Cultures)
6. Professor Jan Županič (Department of World History)

The programme will be managed by the Academic Board of Studies, described below under 1.16 'Governance'.

### **1.7 Proposed Start Date**

September 2011.

### **1.8 Opportunity and Need**

TEEME is structured around a unique collaboration between university-based researchers in the Humanities and the cultural and creative sector in four EU countries. The partnership will foster intercultural dialogue and disseminate the best research in history, literature and culture to the wider community. Through the integration of currently 31 associated partners (see annex 2) it responds to the employability agenda in current EU debates in the HE sector. In structure and content the programme defines new parameters for a 21<sup>st</sup>-century European doctoral programme in the Humanities. It will enable students to work across national, linguistic and disciplinary boundaries, and thus mirror in its internal structure the nature and complexity of the field it aims to explore. Many research projects in the field currently suffer from insufficiently developed comparative perspectives and the narrow focus on a single national and/or linguistic tradition. TEEME's requirement for comparative and multilingual research will significantly work towards overcoming such obstacles through the development of new critical paradigms and areas of study, as well as through ensuring the highest standards in the quality of research.

### **1.9 Aims and Objectives**

The programme's main objective is to prepare a new generation of research leaders, cultural managers and policy-makers for the demands of a 21<sup>st</sup> century in which historical forgetfulness and cultural amnesia threaten the integration of an increasingly interconnected world. These challenges will be addressed through an emphasis on forms of cultural and historical understanding – processes that are themselves both conditions of the actual student experience on this programme and potential topics of research. Through a central focus on the interface between past and present, the programme will both promote greater historical awareness of shared European origins, foster exchange among diverse European and non-European cultures, and offer a unique learning experience to both EU and international students.

In academic terms, the programme will equip students to design and carry out research that will contribute new knowledge to the discipline of early modern studies. Final examination will be by thesis (see 1.13 'Final Examination'). The PhD thesis should be an original contribution to knowledge or understanding in the field and should demonstrate the candidate's ability to test ideas, both his/her own and those of others, and to understand the relationship of the theme of investigation to the wider field of knowledge.

Further outcomes will emerge directly from the educational aims of the programme. The rigorous scholarly training offered to students will enable them to take up posts of responsibility in the wider community or become leading academics with a range of transferable skills that can be deployed in many professional and policy contexts. TEEME graduates will be competent speakers,

writers, editors, presenters, teachers, researchers and organizers, whose wide range of skills will make them natural choices for academic posts, advisory and consultancy roles, and leading positions within cultural management and the social policy-making sector. With their varied skills and competences they will be ideally placed to recognize and respond to the needs of industry, as well as exercise leadership over the direction of future research through their experience of non-academic environments. They will define and deepen the links between work in the Humanities and its wider application, both by identifying new topics of research and by mediating their social and historical relevance to the cultural and creative industries.

### **1.10 Programme Outline**

The PhD programme is described in detail in annex 3.

Registration: To ensure complementarity across the four degree-awarding institutions, it is envisaged that all students will be registered from year one for a PhD at two of the four institutions, identified in their chosen pathways.

The programme includes a 'research strand' and a 'skills strand'. The 'research strand' is laid out in progressive stages that will enable students to develop gradually into competent and fully qualified researchers. The 'skills strand' includes workshops and seminars on subject-specific, generic and transferable skills, elective modules, special skills courses tailored to early modernists, as well as an integrated work placement. Both strands are designed to feed into each other in order to maximize each student's research potential. In addition to the programme requirements, students have the opportunity at all four sites to enrol in further courses, seminars and workshops on a variety of transferable skills (such as project organization, academic communication and writing, didactic skills, research management, networking and teamworking, career management, and so on).

From the start students will be encouraged to work in teams of three or four, organized around their mobility choices for country 1, thus ensuring continuing peer support after the first semester spent with the entire cohort at Kent. At the end of their degree, each student will have spent at least one year in two different EU countries, while many students will have studied in three EU countries, and some will have taken the opportunity to visit a research institution in a fourth country within or outside the EU. Each student starts with competence in English and one other EU language, tested at application stage. Depending on their pathway, students may then acquire additional skills in either one or two further EU languages (though this is not a compulsory requirement for the award). TEEME is thus committed to an educational programme that enables students to embrace a global academic agenda and to appreciate the linguistic and historical diversity of cultural regions within the EU.

The programme will also incorporate an online publication and discussion platform, a research mission to an internationally renowned overseas university/library or an EU research centre (students will receive guidance from their supervisors), and an annual conference at one of the four partner universities which will bring together all cohorts as well as staff from each site and encourage teamwork and scholarly exchange. Each year these conferences will follow on from the launch of the new programme edition. They will be

hosted in turn by each of the consortium universities and eventually involve all three cohorts: students in their first year who will have just started on the programme will be required to attend; students starting their second year will organize the conference and give presentations; students in their third year will organize a panel discussing their placement experiences of the previous semester.

### **1.11 Award of Credits**

To ensure complementarity across the four sites, all training and research activities will receive full recognition in the form of ECTS credits (European Credit Transfer and Accumulation System). Over the three years of the degree students will acquire a minimum of 180 ECTS credits, split into 120 credits for research activities and work on the thesis (the 'research strand') and 60 credits for skills training, curricular elements and the work placement (the 'skills strand'). Depending on the type of activity and/or nature of the taught elements, credits in the skills strand are awarded through certified workshop and seminar attendance, and through the assessment of coursework, exams, presentations, placement reports, or peer-reviewed publications. Credits in the research strand are awarded for research presentations, certified seminar attendance, progress reports, written sections of the thesis, and the thesis itself (for details on the TEEME credit framework, see annex 3).

For progression rules, see annex 4. Credits will be awarded by the Academic Board of Studies (see 1.16 'Governance') or by the general coordinator acting on behalf of the Academic Board. Accumulation of credits will be documented in an official Transcript of Record or an 'Academic Logbook'.

### **1.12 Supervision Arrangements**

Each student will have at least two supervisors, at least one each from the two chosen places of study. If one of the two degree-awarding institutions is the University of Kent, the Kent supervisor will be either an approved supervisory chair or be part of a team of two Kent supervisors, one of whom is an approved supervisory chair.

The composition of the supervisory team will be considered at application stage and finalized with each student during the individual pathway consultations in semester 1. Supervisors will work closely together and meet with their students on a regular basis (either in person or through electronic means) to ensure that they are making satisfactory progress. If neither of their two main supervisors is a Kent staff member, students will be allocated a Kent advisor for the duration of semester 1. During the meetings in the first semester initial targets will be agreed with each student. At the end of the first semester, students are required to agree a personal research plan with their supervisors, demonstrating that they have embarked on the main body of their research and setting out any further required skills training. At the end of year 1 they are required to undertake a formal assessment in order to progress to year 2. A supervisory board, consisting of the main supervisor from University 1 and one further TEEME staff member from the same site, will review the student's work to date and decide on progression to year two. The second supervisor not present during this meeting will comment on the student's work in writing. After year 1 there will be two formal progress meetings each year, in addition to frequent informal supervisory meetings. Reports on these formal progress meetings will

be discussed with the student. The second progress meeting at the end of year 3 will take the form of a submission meeting.

### **1.13 Final Examination**

The final thesis, which should be between 75,000 and 100,000 words long, will be assessed against the Dublin descriptors for 3rd cycle qualifications. Candidates have to demonstrate the creation and interpretation of new knowledge, through original research, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication. At least two examiners (at least one of them external) will prepare written reports on the thesis in advance of a viva voce examination. The examining board for the viva will be comprised of the two supervisors (who will be non-voting members for vivas conducted in Kent); at least two further TEEME staff from the degree-awarding institutions; at least one examiner of appropriate standing who is external to all consortium universities; and, whenever FU Berlin is among the degree-awarding institutions, one non-professorial FU staff member. Parity between the two degree-awarding institutions on the examination board will be ensured. The consortium will agree in a separate document the necessary level of seniority of exam board members to ensure compliance with institutional requirements. A joint report, recommending the award or not, will follow the examination. Examiners will submit reports to the Academic Board which will then forward them to the relevant committees of the two degree-awarding institutions.

Successful candidates will qualify for the award of a doctorate from the two partner institutions which have established the supervisory team and overseen the supervision and production of the thesis. The consortium is committed to awarding joint degrees in all partner institutions. Joint degrees are already fully recognized in the relevant subject areas at the University of Kent and FU Berlin. At the time of writing this document (spring 2011) CU Prague still requires formal approval for its joint degree from the national Czech accreditation agency. This approval is expected by the end of the candidates' enrolment period, ie the date of signature of the Doctoral Candidate Agreement (no later than 1 July 2011). Porto was until recently prevented from awarding joint degrees, due to constraints created by national legislation. Following new regulations, approved in 2011, an upgrade of Porto's participation from double (dual) to joint degree status is under way. It is expected that by the time the first TEEME students reach completion stage, Porto will also be in a position to award joint degrees.

Anticipating the approval of the joint degree option in the relevant PhD programme specifications at Prague, joint degrees will be available to all candidates whose combination of degree-awarding institutions does not include Porto, provided that a student has spent a minimum of 12 months in each of these institutions. For all combinations that include Porto, dual (double) degrees will be awarded, subject to the requirement that the doctoral candidate shall have spent a minimum of 12 months in the partner institution awarding the dual (double) degree. For dual (double) degrees two separate certificates will be issued, one by each of the two degree-awarding institutions. Each of these certificates will be valid only in conjunction with the other.

Graduates who have chosen FU Berlin as one of their degree-awarding institutions will have their thesis and their viva voce graded according to FU regulations. FU Berlin graduates will also be required to publish their thesis; all

other TEEME graduates will be strongly encouraged to do so, either through the TEEME website or through other means appropriate to the discipline.

#### **1.14 Research Environment**

The TEEME consortium is committed to a structured, 'needs-based' approach to its doctoral programme, recognizing the necessity for formal, high-level generic and subject-specific training accompanied by personal development plans to enable doctoral candidates to pursue effective, independent and original research. Training and coursework are fully integrated in the organization of the programme which is built on the wide experience within the consortium of doctoral supervision, co-tutelle arrangements, and international postgraduate communities.

Two of the partners (Kent and FU Berlin) have Graduate Schools which provide a supportive and stimulating interdisciplinary environment for early career researchers. The Kent Graduate School offers a transferable skills development programme and further funding and study opportunities through links with research councils and other national and international organizations. All TEEME students will benefit from this in semester 1. The Dahlem Research School in Berlin provides a unique context for postgraduate students and a systematic training programme in disciplinary, transdisciplinary and transferable skills, as well as further career development measures. Porto and CU Prague have a longstanding tradition in producing top-class Humanities graduates and an excellent track record in research supervision.

The consortium combines four exceptionally strong research environments that represent centres of national and international excellence, evidenced in the number and frequently cited publications, in many distinguished collaborative projects, and in external assessments: The Schools of English and History at Kent have been placed among the best in their country in the 2008 UK Research Assessment Exercise, with over 50% of their research classified as 'world-leading' and 'internationally excellent'; FU Berlin is one of only nine German universities successful in all three funding lines of the national 'Excellence Initiative'; both Porto and CU Prague head their nations in the Academic Ranking of World Universities.

At all four sites staff collaborate in interdisciplinary, cross-faculty research centres: the 'Centre for Medieval and Early Modern Studies' at Kent; the 'Interdisciplinary Research Centre Middle Ages – Renaissance – Early Modern Times' at Berlin; the 'Centre for Interdisciplinary Research on Culture, Space and Memory', and the 'Centre for English, Translation and Anglo-Portuguese Studies' at Porto; and the 'Charles University Centre for Theoretical Studies' at Prague. These centres offer flourishing research environments and regular research seminar series with an early modern focus (Kent, FU Berlin), significant early modern contents (Porto), or theoretical interdisciplinary studies (CU Prague). They also organize regular seminars, workshops and conferences throughout the academic year, often with the participation of international speakers. Further opportunities exist at all sites to engage in research contexts not specifically dedicated to the early modern period. Students on the programme will be actively encouraged to expand their knowledge and research interests, make useful national and international contacts, and engage in cross-disciplinary debates, by participating in some or all of these activities throughout their three years of study.



Candidates will have access to dedicated postgraduate research and social space, full range of library provision, IT and network resources at all four sites. They will also be eligible to apply for targeted research grants as well as partially or fully funded studentships (apart from Erasmus Mundus Fellowships) at all four partner universities. Specifically, Kent offers a number of PhD studentships each year in all participating departments to both EU and overseas candidates and supports all research students with a minimum allowance for research expenses each year (currently 200 £ p.a.); the Dahlem Research School at FU Berlin offers a range of travel and mobility grants, as well as start-up and completion scholarships to postgraduate students, both EU and international; Porto participates in a variety of national funding schemes to which researchers can apply for small research grants, short-term scholarships and travel expenses; and at Prague students will be able to apply for the grants offered by the Charles University Foundation (GAUK). In addition, students will receive support and guidance to apply for any further funding for which they may be eligible in their home countries.

### **1.15 Student Support and Guidance**

All four partners have dedicated services (International and European Offices, Graduate Schools, Welcome Centres, Accommodation Offices, etc) that offer advice on housing and ensure that candidates are given effective and professional assistance in finding suitable accommodation. Places in university-owned housing, ranging from single rooms to self-contained family apartments, will be available to students in three of the four consortium universities. Dedicated assistance is available from all partners for students with families or special needs. Support in finding short-time accommodation during research trips and work placements will be offered, where required, in conjunction with the associated partners.

All four institutions have specialist units dedicated to providing support for students with disabilities, and all offer a range of services aimed specifically at international students. These include active social support networks for students' spouses, partners, and children, as well as venues and facilities that integrate scholarly with social and cultural activities such as film screenings, visits to museums and exhibitions, parties, guided tours, trips, and public panel discussions on current topics of general interest.

### **1.16 Services for Doctoral Candidates**

Each partner will organize tutoring sessions or orientation programmes for new EMJD cohorts and assign a mentor to each student. This mentor will be a member of the TEEME teaching staff not involved in the supervision of the candidate's research, who will be available to help with practical problems and language issues, introduce candidates to the new environment, and offer an outside perspective on their work.

Advice on visa and other legal matters, on health services, banking facilities, etc, is available from the appropriate support services at all four sites. In semester 1, all students will be members of Kent student union, which provides social, administrative and pastoral support, including dedicated units offering advice on financial matters and on UK visas. The local TEEME administrator will also provide advice and support to candidates in the procurement of visas for travel within the EU and to third countries. To facilitate further social interaction of TEEME students and to promote TEEME activities of any kind, such as lectures,

seminars, or social events, a Twitter feed will be included on the e-platform for the programme.

Language training opportunities will be provided at all four sites at no additional cost. These language courses are not used for credit towards the doctorate, but are recognized as an essential tool in the professional and personal development of the candidates. Candidates will be encouraged to document their language abilities through Europass.

Students will get additional support through the supervisory arrangements described under 1.12.

### 1.17 Governance

A detailed Consortium Agreement (which will include these programme specifications in an annex) will be formally agreed by all partners. It will cover the following aspects: obligations of the members of the consortium; obligations of the partners/contractors; doctoral programme; governance structure; award of doctorates; transcripts; diploma supplements; degree certificates; admission and selection; registration; financial arrangements; quality assurance; promotion of the programme; obligations to doctoral candidates; alumni association; settlement of disputes; liability; insurance.

The TEEME governance structure will comprise a Management Board, an Advisory Board, and an Academic Board of Studies, each with written terms of reference.

- The **Management Board** will consist of one senior member of each partner institution, representing the Head of their institution, and will be chaired by one of its members. It will meet twice a year to oversee all aspects of delivery of the programme; monitor progress against targets; approve reports to the European Commission; make strategic long-term decisions on the programme of study; receive and consider input from associated members; and act as first level of arbitration in disputes (if any) among partners.
- The **Advisory Board** will meet once a year and comprise four external members (one nominated by each partner), four representatives of the placement-offering institutions (one from each country), the Chair of the Academic Board of Studies, one student representative, and, after year three, one alumnus.
- The **Academic Board of Studies** will comprise academic leads from each institution and one student representative. Both the Advisory and the Academic Boards will report once a year to the Management Board on the basis of formal evaluations and feedback received from students and academic staff on the programme.

The formal annual monitoring report produced by the Academic Board will also be received by the partners' internal graduate studies committees as per institutional regulations. All partners will feed back any concerns or suggestions to the Academic Board of Studies and the Management Board.

### 1.18 Quality Assurance

The TEEME consortium respects the Standards and Guidelines for Quality Assurance in the European Higher Education Area as agreed by the Ministers in

the Bologna Process Communiqué in 2005. In addition, the programme's quality assurance system will be consistent with the requirements of each institution's Code of Practice (or equivalent). Specifically, the programme will be subject to annual monitoring and review on the basis of specific performance indicators and feedback from academic staff and students participating in the programme, as well as from the programme's associated members. The monitoring will include quantitative and qualitative data to provide reliable indicators of historic development and evaluation as the programme enters subsequent phases. A formal report on the review will be presented annually to the relevant academic bodies in each of the partner institutions as well as to the TEEME Advisory and Management Boards. There will be a formal response to doctoral candidate feedback which will indicate any changes to be made as a result of this input. In addition, all institutions are subject to the evaluation and review procedures of their own national quality assurance agencies which will be respected and followed.

The annual monitoring reports will be compiled with a view to ensuring the continuous quality of the provision. They will evaluate the academic standards achieved, consider any possible enhancement of quality, and measure the performance of staff and students against national and international benchmarks. Specifically, they will consider comments by the Advisory Board and any associated partners (who will be formally invited to comment on an annual basis); consider student feedback and any actions to be undertaken as a result of this feedback; contain statistical data on student progression and achievement, as well as on applications and admissions; include a commentary on the adequacy of learning resources at all four sites; consider any issues raised on disabled access to the curriculum; and comment on proposed changes to the programme.

Formal student evaluation procedures will be central to the operation of the programme. All mandatory elements of the programme – training skills courses and workshops, introductory and elective modules, special skills courses, conferences, etc – will contain an internal anonymous feedback mechanism designed to enhance the quality of the learning experience. The work placements will be evaluated separately following the guidelines of the UK QAA Code of Practice for work-based and placement learning.

All TEEME doctoral students will be asked once a year to complete a questionnaire based on the Postgraduate Research Experience Survey developed by The Higher Education Academy in the UK, measuring student experience against the following themes: quality of supervision, academic standards, skills development, research environment including infrastructure and intellectual climate, thesis examination, professional development and career, roles and responsibilities, personal factors, meeting expectations, completion. In addition, staff/student liaison committees will meet once a year at each site. Their membership will include at least one student from each stage of the programme and at least one member of the TEEME teaching and supervisory staff. Agendas and minutes of these meetings will be made available to the Academic Board and to all students through publication on the programme website.

At the end of three years the programme will be subject to external review by a body consisting of at least one external expert nominated by each of the partner institutions (terms of reference for the Review Group to be developed). These

experts will not be members of the Advisory Board. The Review Group will be chaired by one of its members and will be provided with administrative support by the coordinating institution. Outcomes will be considered by the Management Board as well as by individual institutions as part of a systematic process of review. In addition, the programme will be subject to any required review process in place at the four partner institutions.

### **1.19 Resource Implications**

All four partners are contributing their own resources to the programme in terms of staff time, administrative and technical support, language courses and promotional activities. Additional implementation costs include programme launch and annual conferences (including travel, accommodation and subsistence expenses for participating staff and students), visits to research centres, insurance, expenses for external examiners, tuition and administrative fees charged by the consortium partners. These costs will be met through the fee income and the annual lump sum (50.000 Euros) paid to the consortium.

### **1.20 Professional Sector Participation**

The involvement of non-academic institutions related to the field is central to the purpose of TEEME in disseminating research outcomes and maximizing their impact on a broader public. The representatives of the cultural, creative and publishing industries listed in annex 2 as associated partners offer invaluable work placement opportunities and cover specific aspects of the interchange between academic and non-academic environments.

Several of the associated partners are involved in the academic training programme. During the first semester at Kent, several will run sessions on the TEEME introductory seminar 'Theory and Practice' (eg National Maritime Museum staff will introduce students to object-related research; the Canterbury Cathedral Archives will lead sessions on manuscript study; the British Library will include TEEME students in their HE Engagement Events in early modern history; Globe Education will conduct workshops on early modern performance practice). Several other associated members will contribute to the elective modules and skills courses during semesters 2 and 3 in preparation for the placements in semester 4 (eg The National Gallery in Prague will lead sessions on visual studies; the Prussian State Archives in Berlin will conduct workshops on editing; the Municipal Library in Porto will introduce students to early modern print culture).

Associated partners will also address the annual conference on topics related to future employment possibilities. To ensure their involvement in quality assurance and continuous programme review, they will be members of the TEEME Advisory Board which meets once a year in conjunction with the October conference. These links and interactions between academic and non-academic contexts will maximize the social and economic impact of the research carried out by TEEME graduates while raising their awareness for the needs of the cultural sector within the EU and beyond.

### **1.21 Development and Sustainability Plan**

It is expected that the international recognition of the quality and added-value aspects of the programme will attract non-fellowship holders during the period of Community funding and after. The programme website and promotion activities will improve with each edition of the programme and thus continue to

appeal to students from within and outside the EU. Existing resources in each institution, and a business plan that has resulted in a realistic tuition fee, will secure the financial sustainability of the programme after the first five editions. Given the quality of the programme, it is expected to recruit to capacity levels (16 students p.a.). Building on success, institutional and external resources may allow numbers to increase over subsequent years.

Continuous dialogue and cooperation with the associated partners will result in the clear perception of the programme's added value for both the academic and non-academic institutions involved, and thus secure the commitment of all members to contribute actively to future student recruitment. The mid/long-term benefits for partners include: exceptional programme delivered with long-standing partners attracting high-calibre students; increase in the overall quality of institutions' research outputs; enhanced opportunities for collaboration between partners and with associated members; increased knowledge transfer opportunities; potential to enhance the international experience of wider student population due to visiting lecturers and peer group; ability to offer programme with broader base delivered by specialist academic staff exploiting the complementary strengths of the partners.

## ANNEXES

**Annex 1:** Eligibility criteria for Erasmus Mundus Category A and B fellowships

**Annex 2:** List of associated partners

**Annex 3:** Overview of programme and detailed programme description

**Annex 4:** Progression rules

**Annex 5:** Electives modules and special skills courses

**Annex 1:** Eligibility criteria for Erasmus Mundus Category A and B fellowships (set by the European Commission)

**Category A:** These fellowships are awarded to doctoral candidates who come from a country other than an eligible applicant country (this includes all EU member states, the EEA-EFTA states Norway, Liechtenstein, Iceland, plus Turkey, Switzerland, and the Western Balkan countries: Albania, Bosnia-Herzegovina, Croatia, Kosovo, Macedonia, Montenegro and Serbia) and who are not residents nor have carried out their main activity (studies, work, etc.) for more than a total of 12 months over the last five years in one of these countries. The only exception to this rule applies to doctoral candidates who have previously received an Erasmus Mundus masters scholarship in order to follow an EMMC.

**Category B:** These fellowships are awarded to doctoral candidates who do not fulfil the Category A criteria listed above.

## **Annex 2: List of associated partners**

Agreements have been obtained from all partners. Copies of endorsement letters were included as an annex in the original application.

### **Associated partners providing working placements:**

1. The British Library
2. Globe Education (Shakespeare's Globe Theatre)
3. The National Maritime Museum
4. Canterbury Archaeological Trust
5. Canterbury Cathedral Archives
6. Literarisches Colloquium Berlin
7. Staatsbibliothek zu Berlin - Preußischer Kulturbesitz
8. Casa da Música
9. Museu Municipal de Etnografia e História da Póvoa de Varzim
10. Teatro Nacional de São João
11. Museu Marítimo de Ílhavo
12. Fundação Eng. António de Almeida
13. Arquivo Municipal de Vila do Conde
14. The National Gallery Prague
15. Czech National Archives
16. Albatros Media
17. Karolinum Press

### **Associated academic partners:**

1. Bogazici University in Istanbul, Turkey
2. The American University in Cairo, Egypt
3. The University of the Western Cape, South Africa
4. The University of Delhi, India
5. Pontifícia Universidade Católica do Rio de Janeiro, Brazil
6. Universidade de Juiz de Fora, Brazil
7. The Folger Shakespeare Library, United States
8. The Oliveira Lima Library, United States
9. Herzog-August-Library, Wolfenbüttel
10. Anna-Amalia-Library, Weimar
11. Prussian State Archives, Berlin
12. Centre for Historical Research in the Humanities, Frankfurt
13. Shakespeare Library, Munich
14. Centre for Theoretical Studies, Prague

### Annex 3: Overview of programme and detailed programme description

The research and skills strands will run side by side throughout the three years, though greater emphasis will be placed on the acquisition of study skills in the first half of the doctorate, while research activities will be more prominent in the second half of the programme.

Semester	Research strand	Skills strand	ECTS
<b>YEAR 1</b>			
<b>October: launch of programme and annual conference</b>			
Semester 1 <b>KENT</b>	'TEEME: Theory and Practice'; Supervision seminar; individual pathway consultations (15 ECTS)	Research skills training: subject-specific, generic, transferable (varied modules and workshops, total 15 ECTS)	<b>30</b>
<b>Students move to country 1 on 1<sup>st</sup> March with personalized research plan</b>			
Semester 2 <b>Country 1</b>	Formal presentation in supervision/research seminar; end-of-year progress report (15 ECTS)	Elective modules and/or special skills courses, as per training needs identified in research plan (15 ECTS). Students set up electronic discussion platform.	<b>30</b>
<b>Year 1 to end with formal assessment</b>			
<b>YEAR 2</b>			
<b>October: annual conference</b>			
Semester 3 <b>Country 1</b>	Research on thesis (15 ECTS). Visits to research centres, libraries, archives, partner universities.	Further elective modules/skills courses, as required (up to 10 ECTS). Virtual seminar/online workshop to include entire cohort (5 to 15 ECTS).	<b>30</b>
<b>Students with placements in country 2 move there on 1<sup>st</sup> March</b>			
Semester 4 <b>Country 1 or 2</b>	Research on thesis; end-of-year progress report (15 ECTS)	Work placement in country 1 or country 2, depending on placement choice and availability (15 ECTS)	<b>30</b>
<b>Students still in country 1 move to country 2 on 1<sup>st</sup> September</b>			
<b>YEAR 3</b>			
<b>October: annual conference</b>			
Semester 5 <b>Country 2</b>	Research on thesis (30 ECTS)	Optional further skills / electives in country 2	<b>30</b>
Semester 6 <b>Country 2</b>	Research on thesis, writing up (30 ECTS)	Optional further skills / electives in country 2	<b>30</b>
<b>Total credits</b>	<b>120</b>	<b>60</b>	<b>180</b>



## DETAILED PROGRAMME DESCRIPTION

### SEMESTER 1

The first semester will bring the entire cohort together at the University of Kent. In the two compulsory modules ('TEEME: Theory and Practice', and the supervision seminar) students will work in teams based on their mobility choices for country 1 and meet twice a week as a group throughout the whole semester. Alongside these seminars they will have face-to-face consultations on their pathways with their Kent advisor (or their supervisor, if Kent is one of their mobility choices). They will also meet with other Kent research students in the 'Research Methods' module focused on subject-specific skills, and choose among the many workshop options on generic and transferable skills offered by the Kent Graduate School.

<i>Research strand (15 ECTS)</i>	<i>Skills strand (15 ECTS)</i>
<b>TEEME: Theory and Practice</b>	<b>Research Methods</b>
This introductory module will combine the study of critical and theoretical approaches to the early modern period with practical training sessions and workshops offered by the TEEME-affiliated associated partners based in Canterbury and London. Together with the supervision seminar this module will serve as a focal point of the programme, bringing the entire cohort together in weekly meetings.	This 12-week course on subject-specific skills will be convened by the Schools of English and History, in conjunction with the Centre for Medieval and Early Modern Studies. It will focus on study skills relevant to the study of the early modern period, such as questions of collaboration and authorship; editing; bibliographical tools; interdisciplinary, intertextual and intermedial forms of inquiry; textuality and historicity; transcultural and trans-epochal research; etc.
ECTS: 5	ECTS: 5
Assessment: regular attendance (minimum 75%); active participation	Assessment: regular attendance (minimum 75%); active participation
<b>Supervision seminar</b>	<b>Generic skills</b>
TEEME students and staff will meet once a week for the informal presentation and discussion of initial project ideas. One or two students will lead discussion each week. In subsequent semesters, when groups within each cohort are smaller, these seminars will continue on an informal basis.	Students choose from the generic study skills workshops offered by the Kent Graduate School, covering issues such as research presentation, planning and writing a thesis, giving a paper, getting published, organizing a conference, applying for grants and fellowships, etc.
ECTS: 5	ECTS: 5 (for three completed workshops)*
Assessment: regular attendance (minimum 75%); active participation; in-class presentation	Assessment: specific to each workshop
<b>Pathway consultations</b>	<b>Transferable skills</b>
Each student will be allocated a Kent advisor for semester 1 who will offer guidance on compiling a personalized	Students enrol in a variety of workshops offered by the Kent Graduate School, designed to improve their success as

research plan, with input from the two main supervisors. These plans will contain an outline of the project, a list of special skills and/or training needs, a description of the remaining pathway through the programme, and a work placement preference for semester 4.	researchers. Areas covered include research management, personal effectiveness, communication, networking and teamworking, and career management. Students choose the workshops best suited to meet their research needs.
ECTS: 5	ECTS: 5 (for three completed workshops)*
Assessment: personalized research plan	Assessment: specific to each workshop

\*Note: One of the six workshops in the skills strand will take the form of a skills audit, delivered as part of the transferable skills training programme through the Kent Graduate School.

### ***SEMESTERS 2 and 3***

Students will move to their first place of study on 1<sup>st</sup> March for semesters 2 and 3. In the research strand they will obtain, across the two semesters, credits for a formal presentation in a research seminar (5 ECTS), an end-of-year progress report (10 ECTS), and work on the preparation of the formal thesis (15 ECTS). Students will be strongly encouraged to undertake a research mission to one of the TEEME-associated academic partners in semester 3.

<i>Research strand (30 ECTS)</i>		
Semester 2	<b>Formal presentation</b> (5 ECTS)	Building on the study skills acquired in semester 1, and on the informal discussions in the supervision seminar, students will give their first formal presentation in a research seminar.
	<b>End-of-year progress meeting</b> (10 ECTS)	This meeting will take the form of a review of the student's work to date, based on the formal presentation (to be submitted in a revised and/or extended version, or in conjunction with additional material, totalling 5,000 to 7,000 words), a progress report, and a revised research plan.
Semester 3	<b>Research / Thesis preparation</b> (15 ECTS)	Students will present a substantial amount of original written work, of at least 10,000 words, and an extended bibliography.

In the skills strand, students will have the choice of at least five elective modules or special skills courses (see annex 4 for module descriptions), all weighted at 5 ECTS. Students will have been guided in their research plans towards the modules that best address their specific training needs. Over the two semesters they take a minimum of three modules/skills courses (worth 15 ECTS), and a maximum of five (worth 25 ECTS).

The remaining credits (minimum of 5, maximum of 15) can be obtained through the online discussion forum which students will set up in semester 2. This platform will lead to an online workshop on self-chosen topics in semester 3, with the aim of producing a coherent electronic research output. Participation in the online workshop, organized

centrally each year by one of the consortium partners, is mandatory and worth 5 ECTS. Students can obtain further credits through online publications: either a series of three linked reviews (5 ECTS), or a scholarly article (10 ECTS). All electronic publications will be peer-reviewed and formally assessed by members of the consortium universities.

<i>Skills strand (30 ECTS)</i>		
Semester 2 or 3	<b>Three elective modules or special skills courses</b> (15 ECTS) (mandatory)	Students choose from the options described in annex 4.
Semester 2 or 3	<b>Participation in online workshop</b> (5 ECTS) (mandatory)	Participation will be demonstrated through quantifiable workshop contributions and a project report.
Semester 2 or 3	<b>One or two further elective modules or special skills courses</b> (5 to 10 ECTS) (optional)	As above: students choose from the options described in annex 4.
Semester 2 or 3	<b>Peer-reviewed online publications</b> (5 to 10 ECTS) (optional)	Students can obtain 5 ECTS for three linked reviews, or 10 ECTS for a scholarly article.

#### **SEMESTER 4**

In semester 4 students will either move to their second place of study or remain at University 1, depending on their placement choices. In the research strand, they will continue work on their thesis and demonstrate the advance of their research in an end-of-year progress meeting.

In the skills strand, they will undertake a work placement in one of their two chosen places of study. Formal agreements with the non-academic associated partners will specify the terms and conditions of each placement. Information files containing a job description, specific learning outcomes, and language requirements are made available to all students through the TEEME website. Individual placement arrangements will be flexible regarding duration and nature of employment. Students will work an average of 180 hours per placement over the course of the semester.

By the end of the semester students are required to submit a reflective report on their work experience (which will be formally assessed), addressing the link between their research project and the nature of the placement. These reports will form the basis of the student-organized work placement panel at the annual October conference, through which information on the students' work experience will be fed through to other cohorts.

<i>Research strand (15 ECTS)</i>	<i>Skills strand (15 ECTS)</i>
<b>End-of-year progress meeting</b>	<b>Work placement</b>
This meeting will be based on a substantial piece of original written work (minimum 10,000 words).	Credits will be awarded on successful completion of the work placement and the presentation of a reflective report.

### ***SEMESTERS 5 and 6***

Emphasis will be given to the completion of the thesis in the final year of the programme. In the research strand, students will acquire 60 ECTS over two semesters for evidence of substantial advance in their writing. For each of the two progress meetings, they are expected to present newly written parts of the thesis (chapters or sections of chapters) of about 20,000 words in length. In the skills strand, students are invited to follow any of the elective modules or special skills courses at their second place of study on an optional basis.

Over the whole of the programme, students will need to obtain a minimum of 180 ECTS to be eligible for the final examination of their thesis. 120 of these credits will have to be acquired through the research strand, 60 through the skills strand. Students may acquire further credits and have these formally acknowledged in their transcripts.

## **Annex 4: Progression rules**

### **1. *Length of programme***

The length of the programme is three years of full-time study, as per the programme overview and detailed description set out in Annex 3 above. Additionally, candidates may, at the discretion of the Academic Board, be permitted a fourth year of registration at continuation status, for the purpose of writing up the thesis.

### **2. *Academic year***

The academic year is deemed to run from 1<sup>st</sup> September to 31<sup>st</sup> August.

### **3. *Credit volume***

The credit volume of the programme is 180 ECTS. Each year of successful study contributes 60 ECTS to the overall total required. Candidates who progress through all three years of the programme and achieve 180 ECTS may, at the discretion of the Academic Board, be considered eligible to submit a thesis for examination.

### **4. *Programme structure***

Each year of study is structured into two semesters. Candidates take a variety of curriculum elements in the respective research and skills strands of the programme to a total of 30 ECTS in each semester. These curriculum elements may include taught courses, workshops, online publication, project work, placements and such other activities as set out in Annex 3 of the programme specification. Credits for these elements will be awarded for successful completion of the relevant assessments, active participation by the candidates and, where required, satisfactory attendance. Candidates may apply, upon production of appropriate evidence, for exemption from elements of the skills strand, provided that equivalent training has already been completed prior to, or outside of the programmes. Credit for no more than 50% of the credits available for the skills strand for the programme may be awarded through this means.

### **5. *Monitoring and progression points***

The progress of candidates will be formally reviewed by the relevant supervisory boards at the end of the first academic year and thereafter in both mid-year and end-of-year reviews. While the mid-year review will primarily have a function of monitoring student progress, it may nonetheless contribute to a recommendation to the Academic Board to withdraw a candidate where there is evidence of severe or persistent underperformance. The key function of end-of-year review will be to determine whether a candidate may proceed into the next stage of the programme. Accordingly, the supervisory board is required to make its recommendation to the Academic Board as to whether the candidate in question should either (i) be permitted to continue on the programme; or (ii) when in semester 6, be permitted to submit a thesis for examination; or (iii) be required to withdraw.

6. ***Progression requirements***

To be considered for progression, candidates must achieve 30 ECTS in each semester, to a total of 60 ECTS in each academic year. Candidates who have achieved a minimum of 20 ECTS by the end of the first semester of the academic year may, at the discretion of the relevant supervisory board, be permitted to make up the shortfall in the second semester of that year. Candidates who have achieved a minimum of 50 ECTS by the end of the academic year (i.e. 31<sup>st</sup> August) may, at the discretion of the relevant supervisory board, be granted an extension to make up the shortfall by a final deadline of 30<sup>th</sup> September in that year.

While the satisfaction of the credit requirements for each semester and for each academic year is a necessary condition for progression, it is not in itself a sufficient condition. The supervisory board will also take into account the quality of the candidates' work as produced for each of the formal progress reviews. For example, for each of the progress reviews in Year 3, candidates are expected to present newly written chapters or sections of the thesis of about 20,000 words in length. Further guidance on the requirements for the progress reviews can be found in the detailed

7. ***Final examination***

Candidates permitted to submit a thesis for final examination will be examined in accordance with the requirements set out in section 1.13 of the programme specification. It should be noted that, while the thesis is not credit-bearing, it remains the crucial piece of work for determining whether a candidate has met the requirements for the award of the PhD.

8. ***Award of credits, progression, conferment of academic awards***

Recommendations for the award of credit, on progression and on the conferment of academic awards are subject to ratification by the Academic Board, with the latter also subject to the approval of the relevant academic committees of the Universities that conducted the examination of the thesis.

9. ***Academic appeals***

Students may appeal against decisions of the Academic Board as per the appeals procedure set out in Annex 3b of the Consortium Agreement.

**Annex 5: Electives modules and special skills courses**

No	Title of module	ECTS
<b>KENT: 5 special skills courses</b>		
1	Palaeography (medieval or early modern pathway)	5
2	Manuscript (medieval or early modern pathway)	5
3	Reading the Evidence I (medieval)	5
4	Reading the Evidence II (early modern)	5
5	Latin for Early Modernists	5
<b>FU BERLIN: 5 special skills courses</b>		
1	Methods of Text Comparison	5
2	Literature and Other Media	5
3	Text, Culture, Knowledge	5
4	Introduction to Theories of Culture and Society	5
5	Discourses and Methods of Research	5
<b>PORTO: 5 elective modules</b>		
1	Dislocations: Self and World in Early Modern Drama	5
2	Utopia, Humanism and the Renaissance: The Concepts, the Texts	5
3	The First Global Age: New Perspectives on Early Modern Colonial Empires (1500-1800)	5
4	Revisiting Early Modern Portuguese Literature: Self, Writing, and Territories	5
5	Literature and Politics in the Late Seventeenth Century	5
<b>CU PRAGUE: 5 elective modules</b>		
1	Rhetoric in Literature and Philosophy of the Early Modern Age	5
2	Shakespeare and Language	5
3	Early Modern England from Central European Perspectives (1558-1714)	5
4	European Diplomacy and International Relations (1494-1714/15): 'Traditional' and 'Modern' Reflections	5
5	Gender and Genre in Early Modern Literature	5

## Module descriptions

Credit weightings: all modules weighted at 5 ECTS

Attendance: all modules require a minimum attendance of 75%

Assessment: all modules require regular attendance and active participation

### Kent

Title	<b>Palaeography</b>
Outline	This course introduces students to medieval and early modern palaeography and is especially recommended for TEEME students working with manuscripts as part of their research. The course will be structured chronologically, tracing the development of documentary scripts and manuscripts, and will include a pathway for the medieval period, based on Latin and English handwriting, and a pathway for the early modern period, concerned with English and French secretarial and book hands. Topics will include medieval and early modern cursive scripts, medieval and early modern book hands, abbreviations, numerals, codicology, archival conservation practices, skills for the transcription and edition of texts. The course is taught in conjunction with staff from the Canterbury Cathedral Archives, a TEEME associated partner.
Contact time	One weekly two-hour seminar session over 12 weeks

Title	<b>Manuscript</b>
Outline	In this course students will be introduced to the development of documentary and manuscripts production. It will include a pathway for the medieval period, based on Latin and English documents, and a pathway for the early modern period, concerned with English and French documents and manuscripts. Topics will include early medieval documentation, papal documents, royal charters and writs, records of financial offices, Middle English manuscripts and texts, medieval illumination, early modern petitions, early modern correspondence, early modern incunables, and the invention of print. The course is taught in conjunction with staff from the Canterbury Cathedral Archives, a TEEME associated partner.
Contact time	One weekly two-hour seminar session over 12 weeks

Title	<b>Reading the Evidence I (medieval)</b>
Outline	This course introduces students to different types of evidence, and to the relationship between evidence, disciplinarity, interdisciplinarity, analysis, method and argument. The teaching is based around categories of evidence and the ways in which scholars have written about them, using detailed work on primary-source examples. The course is run in conjunction with the weekly research seminar of the Centre for Medieval and Early Modern Studies, in which invited scholars and local researchers present work in progress. In addition to the explicit engagement with interdisciplinarity, which introduces students to the different approaches they will encounter in the weekly research seminar, the course encourages students to think about the process of constructing their thesis in relation to published work within the field. This first part of the course focuses on the medieval period, including the first century of the TEEME time frame (1400-1700). It can be taken independently of part II.
Contact time	One weekly one-hour seminar session and one weekly 90-minute research seminar over 12 weeks



Title	<b>Reading the Evidence II (early modern)</b>
Outline	Part II of this course can be taken independently of part I. Its aims are the same as Reading the Evidence I, except that it focuses on the latter two centuries of the TEEME time frame (1400-1700).
Contact time	One weekly one-hour seminar session and one weekly 90-minute research seminar over 12 weeks

Title	<b>Latin for Early Modernists</b>
Outline	The module will give students a firm foundation in Classical Latin, both vocabulary and grammar (accidence and syntax), using a modern course devised with precisely that objective in mind. The course is especially recommended for TEEME students who will use Latin texts in their research. The course schedule will follow the structured approach of Wheelock's Latin, covering verbs (all four conjugations; indicative, both active and passive; present infinitive and imperative active), nouns (all five declensions; singular and plural; pronouns demonstratives; relatives), and adjectives (prepositions; the uses of the cases; simple sentence construction).
Contact time	Two weekly one-hour seminar sessions over 12 weeks

#### **FU Berlin**

Title	<b>Methods of Text Comparison</b>
Outline	In this module, questions relating to theoretical and systematic approaches to literature, aesthetics and poetics will be discussed, with a view to enhancing the theoretical and methodological competence of doctoral students and opening up new perspectives in their own research. Emphasis is placed on research-oriented discussion and on testing the viability of various methodological and theoretical approaches. The seminar is oriented towards the research projects of the doctoral students and includes issues that are of theoretical relevance to the individual thesis projects. Methodological and theoretical texts of different provenance are examined, the focus being on instances of textuality and language in their discursive, historical and cultural contexts, in each instance within the framework of a comparative research perspective.
Contact time	One weekly 90-minute seminar session over 15 weeks

Title	<b>Literature and Other Media</b>
Outline	This module is intended to raise awareness of the mediality and materiality of cultural practices in general, and inter- and transmedial phenomena in particular. In this context, we will discuss prevailing media-oriented theoretical approaches, as well as intermediality and inter-art concepts of various provenance. The inter- and transdisciplinary potential of literary research will be subjected to critical analysis and the frontiers of literary research will also be examined. Engaging with the mediality of the respective objects contributes to a critical examination of literary research as a praxis, and allows one to delineate the contours of one's own research.
Contact time	One weekly 90-minute seminar session over 15 weeks

Title	<b>Text-Culture-Knowledge</b>
Outline	This module reflects on text(uality), culture and knowledge in their complex and multi-faceted interweavings, their functional interconnections and their historical contingency. Here, we are interested in processes of exchange between the emerging or established system of literature on the one hand, and the systems of religion, natural science, law, economics, etc, on the other hand. Since such systems of reference often go beyond the borders of national languages, this cultural studies perspective serves to support the comparative work on the dissertation. The seminar thus conveys a sense of the historicity, variability and the context dependence of (literary) theories and methods.
Contact time	One weekly 90-minute seminar session over 15 weeks

Title	<b>Introduction to Theories of Culture and Society</b>
Outline	The module will deepen the graduates' knowledge and understanding of sociological and cultural studies approaches. Particular attention will be paid to transdisciplinary and transcultural methodologies in historical science (studies in cultural comparison and transfer) as well as to the methods and results of historiographic research.
Contact time	One three-day seminar plus 8 compact 90-minute seminar sessions

Title	<b>Discourses and Methods of Research</b>
Outline	This module will deepen the graduates' knowledge and understanding of the methods and results of interdisciplinary approaches in historical science. Students will be enabled to conduct their own inter- and transdisciplinary research projects (including, eg, the interpretation of historical sources).
Contact time	One weekly 90-minute seminar session over 15 weeks

### Porto

Title	<b>Dislocations: Self and World in Early Modern Drama</b>
Outline	The course focuses on plays by Shakespeare, Ben Jonson and John Fletcher, considered from the perspective afforded by the reconfiguration of a sense of space and place in early modern culture. Students are prompted to consider the representations of an expanding world in these texts in the light of current scholarship and criticism, but also (additionally and specifically) against the particular vantage afforded by a historically informed Portuguese place of reading.
Contact time	One weekly 2-hour seminar session over 15 weeks

Title	<b>Utopia, Humanism and the Renaissance: The Concepts, the Texts</b>
Outline	The seminar will focus on utopia both as a philosophical concept and a literary genre. Considerable attention will be paid to the political, social and economic circumstances in which Thomas More's <i>Utopia</i> was generated, and to its resonance in European culture of the 16 <sup>th</sup> and the 17 <sup>th</sup> centuries.
Contact time	One weekly 2-hour seminar session over 15 weeks

Title	<b>The First Global Age: New Perspectives on Early Modern Colonial Empires (1500-1800)</b>
Outline	The main topics covered by this module include the European diaspora and the specificity of the Iberian maritime expansions; the colonial strategies in a comparative approach, including Portuguese, Spanish, Dutch, British and French early modern colonial empires; the role of state and individuals in building seaborne empires, covering state policies versus self-organising networks; the cooperative patterns and European expansions, including the crossing of imperial boundaries; and worldwide economic systems and cultural transfers relating to the building the first 'Global Age'. The course endorses the view that the early modern period witnessed the emergence of a dynamic, open, complex, non-linear economic system. Within it, the history of any place cannot be understood without examining how it connected to other locations and to the system as a whole. It further argues that a combination of economic, political, anthropological, and social exchanges contributed to the definition of a first Global Age, between 1500 and 1800, and proposes a rationale for studying its parameters and specific configurations.
Contact time	One weekly 2-hour seminar session over 15 weeks

Title	<b>Revisiting Early Modern Portuguese Literature: Self, Writing, and Territories</b>
Outline	This course discusses some of the ways in which Portuguese literature of the sixteenth and seventeenth centuries both reflected and inflected the intellectual and material conditions of a period that saw Portugal's relation to the world drastically reconfigured through maritime 'expansion' and early colonial endeavours. Particular attention will be given to the work of three canonical authors: Gil Vicente, key figure in the early history of Portuguese theatre; Luís de Camões, author of the national epic <i>The Lusiads</i> ; and Father António Vieira, the religious intellectual who rigorously interrogated the ethical, social and political conditions of the age.
Contact time	One weekly 2-hour seminar session over 15 weeks

Title	<b>Literature and Politics in the Late Seventeenth Century</b>
Outline	The course focuses on the beginnings of literary Classicism, with particular (though not exclusive) reference to England. It highlights the extent to which the literature of the period was political: it engaged with the problems of government in an age of political uncertainty and social unrest; it addressed the role and the actions of monarchs, advising and commenting on them; it developed a sense of convenience both in style and content as a measure of the role literature was supposed to play as a culturally responsible institution; and, in the case of England, it launched the Augustan patriotic programme of presenting England as a new Rome in the West.
Contact time	One weekly 2-hour seminar session over 15 weeks

## CU Prague

Title	<b>Rhetoric in Literature and Philosophy of the Early Modern Age</b>
Outline	The course discusses theoretical aspects of rhetoric in relation to literature and philosophy (relations between rhetorical figures and literary meaning or philosophical truth). It focuses on the roots of the Renaissance rhetoric in Antiquity (Gorgias, Aristotle, Quintilian, Longinus, Horace), on the philosophical criticism of rhetoric (Plato, Aristotle, Kant), on the function of rhetoric in the representative works of Renaissance poetics (Scaliger, Puttenham), on the relation of rhetoric to early modern poetry (Shakespeare, Donne, Milton, Pope), science and philosophy of history (Bacon, Locke, Vico), and finally on the discussion of the problems of rhetoric in art, science and history in recent theoretical approaches (Derrida, de Man, Hayden White).
Contact time	One weekly 90-minute seminar session over 14 weeks

Title	<b>Shakespeare and Language</b>
Outline	In an introductory lecture to the course an overview of the development of Shakespeare's language will be offered with commentaries on the comedies, tragedies, history plays, romances and poems, including the sonnets. The focus of the seminars will be literary and theatrical, not linguistic, although the reading knowledge of early modern English will be taken for granted. Language of selected sonnets and plays will be analysed into detail and themes discussed will include: the speech as performance; language as action; language and silence; logic and rhetoric; Shakespearean soundscape: language and music; Shakespeare's wordplay and its theatrical function; the development and uses of Shakespeare's imagery; problems of translation.
Contact time	One weekly 90-minute seminar session over 14 weeks

Title	<b>Early Modern England from Central European Perspectives (1558-1714)</b>
Outline	The course is focused on the analysis and comparison of political systems and changes of English society in three important periods of English (and British) history: during the reign of Elizabeth I, James I and Charles I, William III of Orange and Anne. The primary aim is the re-interpretation of key political events on the basis of the British archival sources (particularly in the British Library and the National Archives). Another objective is the analysis of the responses to these events in Central Europe, especially their reflections by the Czech aristocrats visiting England. The course also analyses the role of the 'Palatinate Question' in English history (1603-1649) and of the consequences of England's political development in the Central European policy, during the reign of William III of Orange and Anne.
Contact time	One weekly 90-minute seminar session over 14 weeks

Title	<b>European Diplomacy and International Relations (1494-1714/15): 'Traditional' and 'Modern' Reflections</b>
Outline	The course is focused on the contradiction between 'traditional' and 'modern' approaches European policy from the end of the 15 <sup>th</sup> century until the beginning of the 18 <sup>th</sup> century. It deals with fundamental problems of international relations in Western and Central Europe in the times of Italian Wars (1494-1559), the religious wars in France, the Dutch Revolt against Spain (1559/62-1598/1612), the Thirty-Years War (1618-1648), and during wars of Louis XIV (1667-1714/15). Other objectives are to trace the fundamental changes of European diplomacy between the 15 <sup>th</sup> and the 18 <sup>th</sup> centuries and to interpret the changes of European policy and diplomacy from the 'Czech perspective', explaining to what extent the Czech Lands were a part not only of the Habsburg monarchy but also of the (west) European political system and the impact of European macro

	policy on their troublesome history.
Contact time	One weekly 90-minute seminar session over 14 weeks

Title	<b>Gender and Genre in Early Modern Literature</b>
Outline	The early modern period and especially the seventeenth century saw a rapid expansion of print culture. Significantly large numbers of women contributed to this increase. The principal objective of this module is to focus on works by women writers and explore modes of 'feminization' within texts by both men and women in the period. Necessarily we shall draw from the methods and findings of several related disciplines – literary history, history of ideas, social and political history, cultural studies and gender studies. etc. – in order to analyse the social, legal and ideological constructions of women which writers had to negotiate. We shall employ the framework of genre in order to examine the chief modes of discourse (from political satire, amatory fiction, the scandal chronicle, to elegy, philosophical utopia, religious tract, closet drama, comedy and personal lyric, etc). We shall, therefore, undertake a critical examination of historical aspects of gender, as it engages in both socio-cultural and literary contexts. The issues to be discussed include responses to the Civil War (libertinism, neoplatonism, and the 'New' Science); the self-presentation of female authors writing within traditionally masculine genres; the types of encoding of literary texts aimed at the woman reader, etc.
Contact time	One weekly 90-minute seminar session over 14 weeks