

**CDA4 Programme Design Template**  
**Module specification (with KIS)**



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Foundations of Modern Europe				
Module Code	UPHPK5-30-1	Level	1	Version	5
Owning Faculty	ACE	Field	History		
Contributes towards	Awards up to BA Hons				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2014		Valid to		

<b>CAP Approval Date</b>	18 November 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>Upon completing the module the successful student should possess:</p> <ol style="list-style-type: none"> <li>1. A broad understanding of European history from the Renaissance to the mid twentieth century. [A1, B1, B3].</li> <li>2. An ability to identify and begin to interpret a limited range of primary sources from the period studied. [B3].</li> <li>3. An appreciation of the different ways in which historians frame the past, leading to an understanding of the different approaches and interests of (among others) political, social, economic, gender and religious historians. [A1, B2, B3]</li> <li>4. A basic grasp of key concepts within European history such as capitalism, industrialism, liberalism, socialism, and absolutism. [A1, B1, B2, B3]</li> </ol>
Syllabus Outline	<p>The module aims to provide a broad overview of European history from the Renaissance to the mid twentieth century.</p> <p>Issues explored in the first semester include the Renaissance; the Reformation; European expansion; the scientific revolution; the rise of absolutism and the Atlantic economy.</p> <p>Issues explored in the second semester include the rise of capitalism; the</p>

	Enlightenment; the 'Atlantic revolution'; the growth of state power; industrialisation; nationalism; colonialism; war; fascism and totalitarianism.																									
Contact Hours	Students will receive three hours contact time delivered through two one-hour lectures and one one-hour seminar per week.																									
Teaching and Learning Methods	<p>The module will be delivered through a combination of lectures and seminars. Although the module is clearly content-driven students will be encouraged to think carefully about the sources historians use to construct their arguments and the way in which academic debate is constructed from such sources. Seminar sessions will therefore use a combination of selected primary source material from the period (e.g. textual, visual, oral, quantitative), and selections of secondary literature from the library and via JSTOR and other digitised collections currently subscribed to, which will be recommended via Blackboard.</p> <p><b>Scheduled learning</b> includes seminars, lecture and individual feedback tutorials. Study time for the module is composed of 72 hours of contact time.</p> <p><b>Independent learning:</b> 228 hours. Student preparation will consist in most weeks of an average of four hours independent study time based upon essential and indicative reading or the study of oral/visual materials as specified in the module handbook (144 hours). In addition students will be expected to spend substantial amounts of time engaged in researching/writing their assessed coursework and in wider reading (144 hours).</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>30</td></tr><tr><th>Hours to be allocated</th><th>Scheduled learning and teaching study hours</th><th>Independent study hours</th><th>Placement study hours</th><th>Allocated Hours</th></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Key Information Set - Module data					Number of credits for this module									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																						
300	72	228	0	300																						

	Total assessment of the module:			
	Written exam assessment percentage			40%
	Coursework assessment percentage			60%
	Practical exam assessment percentage			0%
				100%
Reading Strategy	<p>Students will be expected to read the secondary literature recommended and highlighted via Blackboard and the module handbook, and will be expected to analyse and comment upon such literature in seminars. This essential reading will be available electronically i.e. either drawn from electronic resources to which the library subscribes (e.g. JSTOR journals archive) or digitised and uploaded to Blackboard.</p> <p>Further reading and reading appropriate for assessments will be indicated in course reading lists, as posted on Blackboard. These reading lists will be updated annually. Particular emphasis will be laid upon journal articles, available electronically via resources such as JSTOR and Project Muse. Students are expected to actively use the library.</p> <p>In addition to the support provided by the library webpages, first-year History BA students receive training in the core first year module, <i>Sources for Courses</i> (UPHPK4-30-10).</p>			
Indicative Reading List	<p>Blanning, T C W (2003), <i>The Culture of Power and the Power of Culture: Ancien Régime Europe 1660-1789</i> Oxford: OUP</p> <p>Blanning, T C W (2007), <i>The Pursuit of Glory: Europe 1648-1815</i> London: Allen Lane</p> <p>Davies, N (1996), <i>Europe: A History</i> Oxford: OUP</p> <p>Gildea, R (2003), <i>Barricades and Borders: Europe 1800-1914</i> Oxford: OUP</p> <p>Merriman, J (2004), <i>A History of Modern Europe: From the Renaissance to the Present</i> 2<sup>nd</sup> ed., 2 vols, London: WW Norton &amp; Co</p> <p>Roberts, J M (1997), <i>A History of Europe</i> Harmondsworth: Penguin</p> <p>Sperber J (2000), <i>Revolutionary Europe, 1780-1850</i> Harlow: Pearson</p> <p>Sperber J (2008), <i>Europe 1850-1914: Progress, Participation and Apprehension</i> Harlow: Pearson</p> <p>Vinen, R (2002), <i>Europe in the Twentieth Century: A History in Fragments</i> London: Abacus</p> <p><b>Relevant journals:</b>  <i>European History Quarterly, Historical Journal, History, Journal of Modern History, Past and Present, English Historical Review, Contemporary European History, Journal of Contemporary History</i></p>			

Part 3: Assessment	
Assessment Strategy	<p><b>Component A</b></p> <p>One two-hour examination. Students will be required to write two essays, one</p>

	<p>relating to topics covered the first semester, one relating to topics covered in the second semester. This exam format encourages students to engage with the module in its entirety.</p> <p><b>Component B</b></p> <ol style="list-style-type: none"> <li><b>Essay (1500 words)</b></li> <li><b>Literature review (1500 words)</b></li> <li><b>Reflective seminar reports (2x 2500 words)</b></li> </ol> <p>The module has three assessed pieces of coursework. These are designed to test a range of abilities from essay writing drawn from secondary sources, to critical evaluation of academic literature to concise summary reports. The assessment strategy is designed to measure</p> <ol style="list-style-type: none"> <li>critical understanding of concepts and topics relating to early-modern/modern European history, as explored in the module [B1]</li> <li>the ability to understand and critically assess journal literature [B2]</li> <li>the ability to analyse primary sources [B3]</li> <li>The ability to write concise reports [B3]</li> <li>critical reflection on seminar discussions [B3]</li> <li>The ability to present ideas in clear prose and observe appropriate academic standards (footnotes, bibliographies) [B1-B3]</li> </ol> <p>Feedback for these assessments will be sent first to students electronically. All students will be required to attend personal feedback tutorials which will be a timetabled part of the module's contact hours.</p> <p>The resit replaces the first sit reflective summary reports with a document exercise, reflecting the fact that the original reflective reports are based on seminars. As primary source analysis is built into the reflective reports, a document exercise is an appropriate substitute.</p>
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Identify final assessment component and element	A1: Examination	
% weighting between components A and B (Standard modules only)	A: 40	B: 60
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.Examination [Two hours]	100	
Component B Description of each element	Element weighting (as % of component)	
1.Essay [1500 words]	33	
2.Literature review [1500 words]	33	
3. Reflective seminar reports [2x 2500 words]	34	

<b>Resit (further attendance at taught classes is not required)</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam [Two hours]		
Component B Description of each element	Element weighting (as % of component)	

1. Essay [1500 words]	
2. Literature Review [1500 words]	
3. Document exercise [1500 words]	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	