

## MODULE SPECIFICATION

**Code:** UPHPK5-30-1                      **Title:** Foundations of the West                      **Version:** 4  
**Level:** 1                      **UWE credit rating:** 30                      **ECTS credit rating:** 15

**Module type:** Standard

**Owning Faculty:** CAHE                      **Field:** History

**Faculty Committee approval:** CAC    **Date:** By Chair's Action 10/08/11

**Approved for Delivery by:**  
*(indicate name of affiliated institution if module will only be delivered by them)*

**Valid from:** September 2011                      **Discontinued from:**

**Contributes towards:** Award and Half-Award BA History (Hons)

**Pre-requisites:** None

**Co-requisites:** None

**Entry requirements:**  
*(if the module is offered as CPD or stand alone, indicate the entry requirements)*

**Excluded combinations:** None

### Learning outcomes:

Upon completing the module the successful student should possess: A broad understanding of European history from the late Roman empire to the late nineteenth century.

1. An ability to identify and begin to interpret a limited range of primary sources from the period studied. [B2]
2. 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, B1-4]
3. A basic grasp of key concepts within European history such as feudalism, capitalism, industrialism, liberalism and absolutism. [A1, B1-4]

### Syllabus outline:

The module aims to provide a broad overview of European history from the late Roman empire to the late nineteenth century.

Issues explored in the first semester include the early Christian church; the rise of Islam; the crusades; the Renaissance; the Reformation; European expansion; the scientific revolution and the rise of absolutism.

Issues explored in the second semester include the rise of capitalism; the Enlightenment; the 'Atlantic revolution'; the growth of state power; industrialisation; nationalism; colonialism and racism.

### Teaching and learning methods:

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 JSTOR and other digitised collections currently subscribed to, which will be recommended via Blackboard and/or the

module handbook.

### Reading Strategy:

Students will be expected to read the suggested secondary literature recommended and highlighted via Blackboard and/or the module handbook, and will be expected to analyse and comment upon such literature in seminars. Recommended reading for each session will be clearly indicated in the course literature and is readily available from the library (online and/or in hard copy).

### Indicative Reading List:

Blanning, T C W (2003), *The Culture of Power and the Power of Culture: Ancien Régime Europe 1660-1789* Oxford: OUP

Blanning, T C W (2007), *The Pursuit of Glory: Europe 1648-1815* London: Allen Lane

Davies, N (1996), *Europe: A History* Oxford: OUP

Gildea, R (2003), *Barricades and Borders: Europe 1800-1914* Oxford: OUP

Heather, P (1995), 'The Huns and the End of the Roman Empire in Western Europe', *English Historical Review*, Vol. 110, No. 435 pp. 4-41.

Merriman, J (2004), *A History of Modern Europe: From the Renaissance to the Present* 2<sup>nd</sup> ed., 2 vols, London: WW Norton & Co

Ostrowski, M (2006), 'The Church in the Middle Ages', *History Today*, 56, December, pp. 21-5

Phillips, J (1997), 'Who were the first Crusaders?', *History Today*, 47 March, pp. 16-22

Roberts, J M (1997), *A History of Europe* Harmondsworth: Penguin

Sperber J (2000), *Revolutionary Europe, 1780-1850* Harlow: Pearson

Sperber J (2008), *Europe 1850-1914: Progress, Participation and Apprehension* Harlow: Pearson

### Relevant journals:

*European History Quarterly, Historical Journal, History, Journal of Modern History, Past and Present, English Historical Review*

### Assessment

**Please state which element of assessment should be recorded as the final assessment for the purposes of submitting data on non-submissions to HEFCE. (For further information please contact Academic Registry.)**

**Weighting between components A and B (standard modules only)**

**A: 40% B: 60%**

#### ATTEMPT 1

#### First Assessment Opportunity

##### Component A

##### Description of each element

1. Exam (2 hours) **FINAL**

##### Element weighting

40%

##### Component B

##### Description of each element

1. Reflective Seminar Report (10 x 500 words)
2. Group Presentation (20 mins.)
3. Literature Review (1500 words)
4. Essay (1500 words)

##### Element weighting

15%

15%

15%

15%

**Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)**

**Component A**

**Description of each element**

**Element weighting**

1. Exam (2 hours)

40%

**Component B**

**Description of each element**

**Element weighting**

1. Document Exercise (2000 words)
2. Literature Review (2000 words)
3. Essay (2000 words)

20%

20%

20%

**EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is required.**

Specification confirmed by .....Date .....  
(Associate Dean/Programme Director)