

The Atlantic World in the Early Modern Period, 1472-1770

7.1 Module Overview									
Module Number		Module Title	The Atlantic World in the Early Modern Period, 1472-1770						
Stage of Principal Programme			1	Semester	2	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓ if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> independent reading, engagement with VLE, research and preparation of assessments 					✓	97			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in History or closely cognate area
Tutor	A minimum level 9 qualification in History or closely cognate area
	Staff - Learner Ratio X:Y
	1:120
	1:20

Assessment Techniques – percentage contribution				
Continuous Assessment	40%	Proctored Exam – in person	60%	Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Outline chronologically and explain the key developments in the religious, social, cultural and environmental history of Europe and the Americas.	1, 2

2. Discuss the Old World empires' development of colonisation in the Americas, including an understanding of the impact on the indigenous population.	1, 2, 8
3. Gain an understanding of the acquisition of scientific and medical knowledge in the period, including navigational aids and sailing methods.	1, 2 3
4. Learn how to source and analyse primary and secondary sources relating to the module topic, and how to appropriately use them in assessments, and discuss them in tutorials.	1, 2, 3, 4, 5

7.3 Indicative Module Content, Organisation and Structure

This module studies the spread of ideas across Europe and the Americas from the beginning of the early modern period, into the period of the Enlightenment. It studies the environmental and economic impact of exploration and settlement between Europe and the Americas. It analyses colonisation and the competition for power in the Americas, and the distribution of territories amongst old European powers. It looks at how these impact on race. It explores contemporary religious developments and influences in Europe and the Americas – including Reformation, Counter Reformation, folk beliefs and witchcraft. It looks at scientific and medical discoveries, and how these enabled and influenced exploration, and economic development, as well as people's lives. It looks at the impact of disease on society, and examines the Columbian exchange, a term coined by historian Alfred Crosby in *The Columbian Exchange: Biological and Cultural Consequences of 1492* (1972). Crosby used the term to mean the transferring of culture and biological organisms between the two previously under-connected continents. It sets the foundation stones for later European and Irish history modules.

Indicative Content:

- Exploration and the problematic concept of 'discovering' the Americas
- Navigation
- Empires and colonial expansion
- Slavery, race and indigenous people
- Trade and the Transatlantic economy
- The scientific revolution
- The Columbian Exchange
- Discoveries in Medicine and Health
- Witchcraft and folk medicine
- Reformation
- Counter Reformation

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

This module has two forms of assessment: an exam where the learner answers two essay style questions, and two in tutorial assessments, where the learner writes two mini essays in each assessment on key themes from the course. This is staged as a gentle introduction to essay writing at third level, and a reminder to learners to keep taking notes on lecture topics. In both lectures and tutorials, learners will be encouraged to reflect on how the historiography on colonisation, First Nations and other themes in this module has changed to reflect a more ethical approach in recent years. They will be introduced to key modern scholarship, including on EDI in the Early Modern World – for example Olivette Otele's seminal work on the *African Europeans* (2020), and Jane Ohlmeyer's critical work on *Ireland and Empire in the Early Modern World* (2023).

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1-4	Exam	60%
1-4	Two in tutorial assessments	20% and 20%

7.8 Sample Assessment Materials

In-Tutorial Assessment:

Learners will be asked to write TWO short essays (400-500 words per essay) on (1) the Protestant Reformation (or an aspect of it, for example Martin Luther) AND (2) EITHER Witchcraft OR Trade and Commerce developments (between Europe and the Americas). Remember that your work should be relevant to our course: i.e. on the Early Modern Period. Your work should contain appropriate references for a handwritten in class assessment.

Exam:

Learners will be asked to complete a two-hour exam and answer two questions.

Sample examination questions:

1. Discuss the developing territorial interests of European countries in North, South and Central America (including the Caribbean) during the Early Modern Period.
2. How did trade routes between the Americas and Europe develop during the Early Modern Period (1450-1770)? You may refer to the 'triangular trade' in your essay.
3. Why did Martin Luther think reform of the Roman Catholic Church was necessary?
4. What specific impact, if any, did the Age of Exploration have on ecology?
5. How did Europeans' views of the earth and its place in the cosmos change between 1500 and 1700? Refer to the work of Copernicus and Galileo in your answer. Why was this controversial?

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Canny, Nicholas, and Morgan, Philip, editors, *The Oxford Handbook of the Atlantic World, 1450-1850* (Oxford: OUP, paperback edition, 2013).

Crosby, Alfred, *The Columbian Exchange* (Westport: Praeger, 2003) (or any edition).

[See an article in The Smithsonian on The Columbian Exchange here:

<https://www.smithsonianmag.com/history/alfred-w-crosby-on-the-columbian-exchange-98116477/>]

Mann Charles, *1493 How Europe's Discovery of the Americas Revolutionized Trade, Ecology, and Life on Earth* (London: Granta, 2011).

Merriman, J., *A History of Modern Europe*, Vols. 1 and 2 (London: WW Norton and Co., 2009)

Ohlmeyer, Jane, *Making Empire: Ireland, Imperialism and the Early Modern World* (Oxford: OUP, hardback, 2023).

Otele, Olivette, *First Europeans: A Short History* (London, Hurst, 2020)

Scott, Hamish (ed.), *The Oxford Handbook of Early Modern European History 1350-1750, vol II Cultures and Power* (Oxford: UP 2015).

Fordham Early Modern History Sourcebook

Other reading:

Blanning Tim (ed.), *The Pursuit of Glory, Europe 1648-1815* (London: Penguin Books, 2008)

Cameron, Euan (ed.), *Early Modern Europe* (Oxford: Oxford University Press, 2001)

Elliott, J.H., *Empires of the Atlantic world: Britain and Spain in America, 1492-1830* (London: Yale University Press, 2007).

Restall, Matthew, and Felipe Fernandez-Armesto, *The Conquistadors: A Very Short Introduction* (Oxford: OUP, 2011).