

Revolutions in the Transatlantic World 1763-1877

Section A: Headline Information	
Module title	Revolutions in the Transatlantic World, 1763-1877
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Elaine Callinan/Dr Eric Derr
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, online primary and digital resources, film and documentaries.
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in History.
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture hall, Small group-work room, IT facilities and Library.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify) Feedback meetings		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15	4	1:15				97 Self-directed study (57) Assessment research and writing (40)			125
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>This module explores the political, revolutionary and cultural history of Europe and the Americas during the modern period. It builds upon the studies taken by learners in Stage 1 and prepares them for 'Europe and the Americas 1877-1945).</p> <p>It forms a European parallel to the Re-imagining Modern Ireland 1700-1850 and may be able to draw from the 18th century novel module in English to encourage an interdisciplinary approach to verbal and written work. This module gives a wide historical context for the European history of the second world war and post-war modules, and for the English modules on American Literature, Victorian writing and Romanticism that will be covered at Stages 3 and 4.</p>
Module Aims and Objectives	<p>Learners on this module will examines the causes of revolutions in Europe, particularly in France, that influenced further revolutions across the transatlantic world. The module urges learners to analyse the competition for power in the New World, and the distribution of territories amongst old European powers. This module also encourages learners to explore some of the other areas that influenced war and revolution such as the evolution of print and pamphleteering, and the economic and environmental impact of slavery. Learners will study the growing</p>

	<p>theories of revolution, and the influence of changing ideologies on politics and society, the different strands and interconnectedness of revolutions across the transatlantic world; and the development of new technologies that inspired change.</p> <p>This module encourages learners to examine the spread of new philosophical ideas across Europe and to investigate how these ideas sparked further exploration which evolved into Enlightenment ideology by the late 18th century.</p>
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate familiarity with the personalities, events, and philosophies/ideologies of one of the most important periods in modern world history. (MIPLO 1, 2, 3) 2. Formulate arguments based on the existing literature and primary sources on this era. (MIPLO, 4, 5) 3. Evaluate the process of historical change – politically, socially, environmentally and culturally. (MIPLO, 4, 5) 4. Practice analysing and discussing the new ideas of this era within the context of the history using secondary and primary sources, and demonstrate same in written work. (MIPLO 5, 8)
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<p>The module begins at the end of the Seven Years War and enters the era of enlightenment, revolution and war in Europe and the drive for independence in the Americas. It culminates with the Compromise of 1877 in the United States and the beginning of the end of the Congress of Vienna in Europe with the Franco-Prussian War, and the drive towards the formation of nation-states with the unification of Germany. New thinking evolved that became manifest in art, architecture, politics, science and literature. This module examines the spread of these ideas across Europe and analyses how these ideas sparked further exploration.</p> <p>The chronological structure of this module allows learners to immerse themselves in the history of Europe and the Americas in a systematic manner. This enables the ability to assess influences and compare and contrast historical happenings across the western world. At the outset of this module the world was largely dominated by absolute monarchies, and by its culmination nationalism was developing as an ideology and nation-states were forming, evident also in the independence revolutions of South America. The United States emerged as a nation at the beginning of the nineteenth century, strengthened its foreign policies, influence and position in the world, which eventually led to its rise as a global superpower.</p> <p>Learners taking this module will study the evolution and impact of these ideologies and the changing philosophies, political and social structures. The will also explore</p>

	<p>the transatlantic slave trade and the environmental impact of this. These will be presented in written and verbal assignments to demonstrate the growing depth of historical knowledge, hone analytical competence critical and reflective skills.</p>
<p>Module Teaching and Learning Strategy</p>	<p>Formal lectures, using Microsoft PowerPoint, supplemented by online digital resources to reinforce learning. Lectures will allow for interrupted QandA with a dedicated 10-15 minutes of time at the end of each lecture. The delivery of lectures over twelve weeks enables a guided approach to learning; to provide not only the knowledge of historical content but also to create the ideological and political links.</p> <p>The learning strategy will include literature reviews/historiography guidance to encourage learners to explore existing literature on the era through books and journal articles. This will also facilitate aid with research assignments (essay and continuous assessment). Learners will also investigate, discuss and utilise primary source material such as treaties, constitutions, and government documents.</p> <p>Lectures to large groups will be supplemented by smaller tutorials (comprising groups of no more than 15 learners). This will enable the learner to contribute, offer opinion, ask questions and engage with each other to develop analytical and critical thinking abilities within the field of history. Learners will research three treaties/doctrines or government documents and in the final tutorial will undertake an in-class assessment of 1,000 words.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>Not applicable</p>
<p>E-Learning</p>	<p>E-Learning on this module will be accessed through Moodle. Lecturers will upload notes from lectures to enable learners to follow progress and they will supplement reading lists with relevant journal articles and online primary sources links. The latter will allow learners to have direct links to sources relevant to course work.</p> <p>Lecturers will also enhance E-learning during tutorials and small-group work related to the online digital resources that contain the primary sources assigned for the module.</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p><u>Essay (MIMLOs 1, 2, 3 and 4):</u></p> <p>From a choice of titles to select from learners will write a 1,750-2,000-word essay. The essay titles will be broad-based to allow for choice and encourage interdisciplinary, multidisciplinary and topic specific (through use of examples) analysis and interpretations. As the essay is a summative assessment piece, it will comprise 70% of a learners overall grade.</p> <p><u>Continuous Assessment (MIMLOs 1, 2, 4 and 4):</u></p>

	<p>Learners will individually write up an open-book 800-1,000-word piece in class which will be presented for grade at the end of the term for 30% of the learners overall grade. This continuous assessment is uniquely tied to the primary source documents that were analysed during tutorials.</p>
<p>Sample Assessment Materials</p>	<p><u>Sample Essay Questions:</u></p> <ul style="list-style-type: none"> • Critically evaluate the ideological and pragmatic causes and outcomes of the American War of Independence and French Revolution during the era 1763 to 1877? • What were the most profound social and economic transformations brought about because of the industrial revolution during the era 1763 to 1877? • During the 18th century, Europe and the United States experienced economic crises, wars, and civil unrest. Absolute monarchy was but one response to the search for a more ordered society. Define the characteristics of absolute monarchy and provide prime historical examples from this era. • ‘What do we mean by the revolution? The War? That was not part of the revolution, it was only an effect and consequence of it’ (John Adams to Jefferson, 1815). • Critically analyse what constitutes a revolution and validate your argument with at least two examples from the era under study. <p><u>Sample Continuous Assessment:</u></p> <ul style="list-style-type: none"> • Discuss and evaluate the events that led to one treaty or peace agreement or council that was examined in tutorials and examine the outcome(s). <p>The total grade award for the continuous assessment is 30%,</p>
<p>Reading Lists and Other Information Resources</p>	<p><u>Essential Reading:</u></p> <p>Briggs, Asa and Patricia Clavin, <i>Modern Europe, 1789 – Present</i> (New York: Routledge, 2013)</p> <p>Grant, Susan Mary, <i>A Concise History of the United States of America</i> (Cambridge: Cambridge University Press, 2012)</p> <p>Hobsbawm, Eric, <i>The Age of Revolution, Europe 1789-1848</i> (London: Phoenix Press, 2010)</p> <p>Klooster, Wim, <i>Revolutions in the Atlantic World: A Comparative History</i> (New York: New York University Press, 2018)</p> <p><u>Other Reading:</u></p> <p>Eltis, David, ‘Europeans and the Rise and Fall of African Slavery in the Americas: An Interpretation’, <i>The American Historical Review</i>, 98:5 (Dec., 1993), pp. 1399-1423</p> <p>Hobsbawm, Eric, <i>Nations and Nationalism since 1780: Programme, Myth, Reality</i> (Cambridge: Cambridge University Press, 1992)</p> <p>Jones, Colin and Warham, Dror (eds), <i>The Age of Cultural Revolutions: Britain and France, 1750-1820</i> (Berkeley, CA: University of California Press, 2002)</p> <p>Kinsbruner, Jay, <i>Independence in Spanish America: Civil Wars, Revolutions, and</i></p>

	<p><i>Underdevelopment</i>, 2nd edn (Albuquerque, NM: University of New Mexico Press, 2003)</p> <p>Langley, Lester D., <i>The Americas in the Age of Revolution, 1750-1850</i> (New Haven, CT: Yale University Press, 1996)</p> <p>Merriman, John M., <i>A History of Modern Europe, From the Renaissance to the Present</i>, 3rd edn (New York: W.W. Norton, 2010)</p> <p>Moya, Jose C., <i>The Oxford Handbook of Latin American History</i> (Oxford: Oxford University Press, 2011)</p> <p><u>Essential Viewing:</u></p> <p><i>Roots</i>, 30th Anniversary edition, prod. by David L. Wolper (Warner Bros., 2007)</p> <p><i>John Adams</i>, dir. by Tom Hooper (Home Box Office, 2008)</p> <p>PBS Documentaries, e.g. 'Toussaint L'Ouverture and the Haitian Revolution'</p> <p>BBC Documentaries, e.g. 'Why the Industrial Revolution'</p> <p><u>Online databases and primary sources:</u></p> <p>Avalon Project – Documents in Law, History and Diplomacy (Yale University)</p> <p>The Centre for the Study of the Legacies of British Slave-ownership</p> <p>EBSCO</p> <p>JSTOR</p> <p>Library of Congress (United States)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall, IT facilities for Microsoft PowerPoint and a functioning sound system for digital media.</p>