

## Revolutions in the Transatlantic World, 1763-1877

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Revolutions in the Transatlantic World, 1763-1877						
<b>Stage of Principal Programme</b>			2	<b>Semester</b>	1	<b>Duration. (Weeks F/T)</b>	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	M	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>Independent self- direct reading</li> </ul>					✓	66			
<ul style="list-style-type: none"> <li>Research, preparation and completion of assessment</li> </ul>					✓	31			
<b>Total</b>							125		

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

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	100%	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b> On completion of this module a learner will be able to:	<b>Related MIPLO #</b>

1. Demonstrate familiarity with the personalities, events, and philosophies/ideologies of one of the most important periods in modern world history.	<b>1, 2, 3, 4</b>
2. Formulate arguments based on the existing literature and primary sources on this era.	<b>1, 3, 4</b>
3. Evaluate the process of historical change – politically, socially, environmentally and culturally.	<b>1, 3, 4</b>
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.	<b>1, 3, 4</b>

### 7.3 Indicative Module Content, Organisation and Structure

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, human rights, science and literature. This module aims to illustrate that nineteenth-century revolutions were also industrial and societal, impacting on rights related to race and gender, health and labour: it analyses the spread of these ideas across the Transatlantic World.

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.

Learners taking this module will study the evolution and impact of these ideologies and the changing philosophies, political and social structures. The module will also explore the Transatlantic slave trade and the environmental and cultural impact of this. It looks at writers with revolutionary ideas, including the key women writers. These will be presented in written and verbal assignments to demonstrate the growing depth of historical knowledge, hone analytical competence critical and reflective skills.

### 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

Formal lectures, using PowerPoint, supplemented by online digital resources to reinforce learning. 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.

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. Online digital resources will also be used to enhance module learning (see 7.9 below).

Lectures will be supplemented by smaller tutorials (comprising groups of no more than 20 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. There will be primary source documents discussed in each the first three tutorials. In the final tutorial learners will complete an in-class assessment of 800 – 1,000 words based on an overarching question on these documents. 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.

Moodle will be utilised to encourage engagement with Technology Enhanced Learning. 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.

Lecturers will also encourage engagement with technology enhanced learning during tutorials and small-group work related to the online digital resources that contain the primary sources assigned for the module.

**Essay:**

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 60% of a learners' overall grade.

**In-Tutorial Assessment:**

Learners will engage with primary source documents in each the first three tutorials. In the final tutorial learners will complete an in-tutorial assessment of 800 – 1,000 words 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.

**Tutorial Attendance:**

Tutorials are fundamental to the module as they provide the learner with the opportunity to engage with primary source documents and engage with each other to develop analytical and critical thinking skills within the field of history. An attendance mark for tutorials will comprise 10% of the overall grade.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
1, 2, 3, 4	<b>Essay:</b> learners will submit a 1,750-2,000 word essay that engages with the different types of revolutions	60%
4	<b>In-Tutorial Assessment:</b> learners will complete an in-tutorial assessment of 800 – 1,000 words related to the primary source documents covered in the tutorial	30%
	<b>Tutorial Attendance:</b> learners must attend and will be marked for their attendance at tutorials	10%

7.8 Sample Assessment Materials
<p><b><u>Sample Essay Questions:</u></b></p> <ul style="list-style-type: none"> <li>Critically evaluate the ideological and pragmatic causes and outcomes of the American War of Independence and French Revolution during the era 1763 to 1877?</li> </ul>

- Revolutions can take other forms than political or bloody uprisings. Evaluate how the Industrial Revolution changed society in the nineteenth-century transatlantic world.
- Critically analyse the principal causes of either the American Revolution or the French Revolution.

#### **Sample Continuous Assessment:**

Please engage with **all four** primary sources provided to assess how they develop a deeper understanding of the revolutionary change covered by this module. The primary sources selected are as follows:

- Primary Source 1: Jean Jacques Rousseau, 'The Social Contract' in *Fordham University: Modern History Sourcebook* <<https://sourcebooks.fordham.edu/mod/rousseau-soccon.asp>> [accessed 13 October 2023]
- Primary Source 2: *Declaration of Independence (1776)* in *Avalon Project – Documents in Law, History and Diplomacy* <[http://avalon.law.yale.edu/18th\\_century/declare.asp](http://avalon.law.yale.edu/18th_century/declare.asp)> [accessed 13 October 2023]
- Primary Source 3: O'Sullivan, John L., 'The Great Nation of Futurity', *The United States Magazine and Democratic Review*, 6 (November 1839), pp. 426-30.
- Primary Source 4: Mary Wollstonecraft, 'A Vindication of the Rights of Women' (1792) <[http://web.archive.org/web/19970803094951/http://www.baylor.edu/~BIC/WCIII/Essays/rights\\_of\\_woman.html](http://web.archive.org/web/19970803094951/http://www.baylor.edu/~BIC/WCIII/Essays/rights_of_woman.html)> [accessed 13 October 2023]

The total grade award for the continuous assessment is 30%.

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 Readings**

Briggs, Asa and Patricia Clavin, *Modern Europe, 1789 – Present*, 2nd edn (New York: Routledge, 2014) [learners will need to sign into EBSCO via PJ Brophy Library]

Gervhas, Stella, *Conquering Peace, from the Enlightenment to the European Union* (Harvard: Harvard UP, 2021).

Hobsbawm, Eric, *The Age of Revolution, Europe 1789-1848* (London: Phoenix Press, 2010).

Klooster, Wim, *Revolutions in the Atlantic World: A Comparative History* (New York: New York University Press, 2018) [learners will need to sign into EBSCO via PJ Brophy Library]

O'Malley, Maria and Denys Van Renan, *Beyond 1776: Globalising the Cultures of the American Revolution* (Charlottesville: University of Virginia Press, 2018) [learners will need to sign into EBSCO via PJ Brophy Library]

Osterhammel, Jürgen, *The Transformation of the World: A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2014).

Shi, David and George B. Tindall, *America: A Narrative History*, 10 edn (New York: W.W. Norton and Company, 2016), chapters 5 – 16.

### **Indicative Other Readings**

***The list below is only a sample list and will be supplemented with articles relevant to individual texts / themes.***

Doyle, Don H., *American Civil Wars: The United States, Latin America, Europe and the Crisis of the 1860s* (Chapel Hill: The University of North Carolina Press, 2017).

Du Rivage, Justin, *Revolutions Against Empire: Taxes, Politics and the Origins of American Independence* (New Haven: CT: Yale University Press, 2017).

Field, Kendra Taira, *Growing Up with the Country: Family, Race, and Nation After the Civil War* (New Haven: Yale University Press, 2018).

Israel, Jonathan, *The Expanding Blaze: How the American Revolution Ignited the World, 1775 – 1848* (Cambridge, MA: Princeton University Press, 2017).

Joy, Mark S., *American Expansionism, 1783 – 1860: A Manifest Destiny?* (Hoboken: Routledge, 2014).

Knutsen, Torbjorn, *A History of International Relations Theory* (Manchester: Manchester University Press, 2016).

Trautsch, Jasper M., *The Genesis of America: US Foreign Policy and the Formation on National Identity, 1793 – 1815* (Cambridge: Cambridge University Press, 2018).

Wolnisty, Claire M., *A Different Manifest Destiny: U.S. Southern Identity and Citizenship in Nineteenth-Century South America* (Lincoln, NE: University of Nebraska Press, 2020).

**Online Databases and Primary Sources:**

Avalon Project – Documents in Law, History and Diplomacy (Yale University)

Carrie Chapman Catt Center for Women and Politics – Women's Suffrage Digital Collections (Iowa State University)

The Centre for the Study of the Legacies of British Slave-ownership (University College London)

Modern History Sourcebooks (Fordham University)

Stanford University Libraries – French Revolution Images: Iconography from the Collections of the Bibliothèque Nationale de France

Oxford World Classics – The Federalist Papers (Oxford: Oxford University Press, 2008)

EBSCO Academic Worldwide E-Book Library

JSTOR