

The Age of Exploration in the Early Modern Period, 1492-1763

Section A: Headline Information	
Module title	The Age of Exploration in the Early Modern Period, 1492-1763
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Elaine Callinan
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1.
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 must have a minimum Level 9 qualification in History.
Maximum number of learners per module	35
Duration of the module	12 Weeks
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 Groupwork Room, library, IT resources.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify) Preparing for assessments	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				72	25		125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				40%			60%	100%		

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module explores the political, revolutionary, cultural and environmental history of Europe and the Americas during the early modern/modern period introducing learners to a suite of modules on the history of Europe and the Americas. Learners taking this module will examine the age of religious wars in Europe and the discovery and expansion of the Americas due to European migration to receive grounding in the key developments of religious wars and the discovery of the New World. It will enable learners to have a background to European and American history which they can draw on in future stage 2, 3 and 4 modules. Upon completion of the module they should be able to understand the importance of religion to European society and the settlement patterns in the New World.
Module Aims and Objectives	This module studies the spread of ideas across Europe and analyses how these ideas sparked exploration, and evolved into Enlightenment ideology by the late 17 th century. It studies the discovery and exploration of the New World, the creation of world-wide oceanic trade routes and the environmental and economic impact of exploration and settlement in the Americas. This module also analyses the competition for power in the New World, and the distribution of territories amongst old European powers.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to:

	<ol style="list-style-type: none"> 1. Outline chronologically and explain the key developments in the religious, social, cultural and environmental history of Europe and the emerging Americas. (MIPLO 1, 2) 2. Discuss the central importance of religion to European society and the impact of conflict on migration to and settlement in the New World. (MIPLO 2, 3) 3. Research and appraise relevant literature and enhance use of primary source material. (MIPLO 5) 4. Communicate analysis and argument in written format and make verbal contributions in tutorials. (MIPLO 8)
Information Provided to Learners about the Module	<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>
Module Content, Organisation and Structure	<p>Learners will focus on the religious wars of Europe for the major part of this course as it is the era of the Reformation and Counter-Reformation which culminated in the Thirty Years War. This will be interspersed in the early lectures with the discovery of Americas, and exploration of the major civilizations, such as the Aztec and Inca. Technological innovations helped to make connections possible. Trade patterns changed with the formation of new markets and financial centers.</p> <p>Learners will also study the major biological exchanges (Columbian Exchange), industrial change and advancements and emerging political ideas (Enlightenment), demographic trends, cultural and intellectual developments. Social diversification as a result of the growing importance of nonagricultural occupations (e.g. banking, commerce, trade, shop-keeping, artisanry, and craftsmanship – the rise of the middle class) will be discussed.</p> <p>Because this is a Stage 1 module the lectures will be presented, using PowerPoint and other visual learning aids, in chronological fashion to allow learners chart the global changes in religion, migration, war, and commerce. To facilitate more in-depth learning and to allow time for learner contributions and discussions tutorials will supplement the lectures. The module will culminate with the Seven Year's War (Europe and American) and French and Indian War (Americas), as this is the period when Europe begins to meet opposition to colonial expansion.</p>
Module Teaching and Learning Strategy	<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. A visiting environmental historian will discuss the environmental impact of colonialism.</p> <p>The learning strategy will include literature reviews/historiography guidance to</p>

	<p>encourage learners to explore existing literature on the era through books and journal articles. This will be facilitated by the lecturer as there is no one textbook that covers the entire module content. Recommended reading texts and articles will be promoted through Moodle and in-class. This will also aid research assignments (continuous assessment and examination). Learners will also investigate, discuss and utilise primary source material such as treaties, constitutions, and government documents, and become familiar with using primary source material for coursework that is supplemented by secondary source readings.</p> <p>Lectures to large groups will be complemented by smaller tutorials (comprising groups of no more than 20 learners). This will enable the learners to work closer with a teaching assistant and learn how to contribute, offer opinion, ask questions and engage with each other to develop analytical and critical thinking abilities within the field of history. These tutorials will be based on a primary research topic and accompanying journal article. Learners will complete short-burst multiple choice assignments or Moodle blogs (which will encourage learners to engage with Moodle as a learning aid).</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	The Virtual Learning Environment (Moodle) will be used for both delivery of material and to ensure that learners engage with course-work, reading material and primary source documents.
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area(s).</p> <p>The maximum tutor:learner ratio is 20.</p>
Module Summative and Formative Assessment Strategy	<p>Tutorials will explore sources and relevant literature, with an emphasis on primary sources, to allow discussion questions and feedback for completion of Stage 1 assignments (formative). Short papers will be delivered three times throughout the tutorials to demonstrate knowledge (summative). The tutorial assignments will meet MIMLO 1, 3 and 4.</p> <p>This module will have an end of term examination where learners will write two essay style questions within examination time constraints of 2 hours. This will allow learners to develop the skills of writing in a timely manner and editing their ideas into short and coherent essays (MIMLO 2, 3, 4).</p>
Sample Assessment Materials	<p>Continuous Assessment:</p> <p>Write a short account (300 words) on:</p> <ol style="list-style-type: none"> 1. Martin Luther, the Counter-Reformation, the English Civil War, 2. the Age of Discovery in the 15th century, 16th century or 17th century 3. The Golden Age of Piracy 4. Seven Year's War or French and Indian War <p>Examination Questions:</p> <ol style="list-style-type: none"> 1. By the end of 1664 three European powers remained in North America

	<p>(alongside the native Indian population): Britain, France and Spain. Describe the events that led to the French and Indian War and summarize the main conflicts and outcomes.</p> <ol style="list-style-type: none"> 2. What were the causes and effects of the Protestant Reformation? 3. Was the Thirty Years War (1618-1648) a religious war? 4. Describe the reasons for the outbreak of the War of Austrian Succession (1740-1748).
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Blanning Tim (ed), <i>The Pursuit of Glory, Europe 1648-1815</i> (London: Penguin Books, 2008)</p> <p>Cameron, Euan (ed), <i>Early Modern Europe</i> (Oxford: Oxford University Press, 2001)</p> <p>Jennings, Francis, <i>The Creation of America, Through Revolution to Empire</i> (Cambridge: Cambridge University Press, 2000)</p> <p>Merriman J. <i>A History of Modern Europe</i>, Vols. 1 and 2 (UK: WW Norton and Co., 2009)</p> <p>Other Reading: Bonney, Richard, <i>The European Dynastic States 1494-1660</i> (Oxford: Oxford University Press, 1991)</p> <p>Morison, Samuel Eliot, <i>The European Discovery of America, Vol 1: the Northern Voyages, 500-1600</i> (Oxford: Oxford University Press, 1993)</p> <p>Sandberg, Brian, <i>War and Conflict in the Early Modern World 1500-1700</i> (Cambridge: Polity Press, 2016)</p> <p>Nunn, Nathan and Nancy Qian, 'The Columbian Exchange: A history of Disease, Food, and Ideas', <i>Journal of Economic Perspectives</i>, 24:2 (Spring 2010), pp. 163-188.</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall, Small Group-work Room and IT Facilities.</p>