

Course Outline

Monarchy and Revolution

This course examines aspects of English and European history between 1625 and 1815. At the beginning and end of this period, people in England and across continental Europe were governed by monarchies. In the intervening years, however, kings on both sides of the English Channel had been executed by their subjects, and republican governments had taken their place. These dramatic developments, as well as significant changes to the essential nature of the monarchies, are related to the influential ideas of philosophers such as Hobbes and Rousseau, and to the effects of social change, religious differences and commercial rivalries. All of this is considered as part of the course.

- 1. Introduction** The Changing Face of Europe - A Map History. Political Ideology – Some Key Terms. Europe today – State, Nation and Union.
- 2. 'The World Turned Upside Down'** – the politics of Hobbes and the threat of absolutism. Case Study: England 1625 - 60. Civil War and the English Republic.
- 3. 'The Glorious Revolution'** – the politics of Locke and the growth of Liberalism. Case Study: England 1660 – 1688. Restoration and the Bill of Rights.
- 4. 'Life, Liberty and the Pursuit of Happiness'** – the Lockean legacy and the politics of Enlightenment. Case study: America 1760 - 1776. The US revolt and the impact of Thomas Paine.
- 5. 'Liberty, Equality and Fraternity'** - Voltaire and the Citizenship Question. Case Study: France 1789 - 1792. The Collapse of the Ancien Regime and the Downfall of the King.
- 6. 'Forced to be Free'**- Rousseau and the 'Virtuous Republic'. Case Study: France 1792 - 1794. Robespierre and Danton and the Politics of Terror.
- 7. 'Return to Order'** – the revival of Liberalism. Case Study: France: 1794-1799. The Thermidorean Reaction and the Directory.
- 8. 'Child of the Revolution'** – Imperialism, Nationalism, and Citizenship. Case Study: Napoleonic Europe 1799-1815. Napoleon's Rise to Power, The Napoleonic Empire.
- 9. Aftermath** 'A Disorganised Excitement has taken possession of men's minds' - Case Study: Metternich's Europe and the Congress of Vienna, 1815
- 10. Project Week**

Course Aims

- To raise awareness of the dominant trends of modern European history and the political, social and economic contexts in which they operated.

Objectives

- To gain knowledge of the underlying concepts of modern political history.
- To appreciate how those concepts have impacted on lived historical experience.
- To present critical evaluations of relevant historical evidence both in class discussion and written form

Outcomes

- To demonstrate, orally and in written form, a knowledge of ideological concepts of Politics and Government and be able to apply that to particular situations.
- To demonstrate developed research skills and justify their appropriate application, orally and in written form.
- To complete regular class work each week, as set by the tutor, using a range of visual, oral and written material, both individually and as a member of a group.

Assessment Process

Students typically complete weekly private study assignments, in the form of documentary analysis, in line with those set for 'A' level examination boards. In addition students complete a final end of term presentation, to be agreed with their tutor. These marks as a whole, combined with an assessment of student performance in class, make up the final grade for the course, as shown.

Grade breakdown: -

- 50% Assignments
- 20% Final Projects
- 20% Class Participation
- 10% Attendance

Assessment Criteria

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| DISTINCTION Grade A | Student understands broad range of ideological concepts, has excellent understanding of their impact in relation to given historical situations, and shows excellent communication skills in constructing an original and persuasive argument, with reference to a broad range of evidence. |
| CREDIT Grade B | Student understands core ideological concepts clearly, has advanced understanding of their impact in relation to given historical situations, and can construct a sound argument to reflect that with persuasive use of evidence. |
| MERIT Grade C | Student understands core ideological concepts, has clear understanding of their impact in relation to given historical situations, and can construct an argument to reflect that knowledge accurately, with reference to a range of evidence. |
| PASS Grade D | Student understands basic ideological concepts, has some understanding of their impact in relation to given historical situations, and some ability to communicate that information both orally and in written form. |
| FAIL | None of the criteria listed above followed |

Recommended Introductory Reading

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| Barry Coward, <i>The Stuart Age: England 1603 – 1714</i> | <i>ISBN: 9780582772519</i> |
| William Doyle, <i>The Oxford History of the French Revolution</i> | <i>ISBN: 9780199252985</i> |
| Robert Gildea, <i>Barricades and Borders: Europe 1800 – 1914</i> | <i>ISBN: 9780198206248</i> |
| Keith Perry, <i>British Politics and the American Revolution</i> | <i>ISBN: 9780333404621</i> |
| Jean Tulard, <i>Napoleon: The Myth of the Saviour</i> | <i>ISBN: 9780416395105</i> |

If you are unable to obtain books locally, they may be ordered from

<http://www.bookshop.blackwell.co.uk> or www.Amazon.co.uk