

Subject Code	ENGL3030
Subject Title	Introduction to the History of Europe: a Trade Perspective
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion ENGL3021 Understanding European Trade and Cultural Expansionism
Objectives	<p>This course aims to provide a window into European history through the development of trade. For centuries, trade had been playing a pivotal role in the history of the Western World and as such has left its imprint in all cultures and countries. Why and how will be explored in this course. The course will help to develop students' awareness of Western events.</p> <p>History of Europe will be looked at through works of the literature (either written in English or translated into English) as well as through contemporary novels, films and documentaries that describe historical events. The subject will encourage students to learn to relate current events to their historical origins.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. be able to describe the historical development of Europe. b. evaluate the effects of trade events on Europe. c. describe the ideas and achievements of key European thinkers, artists and authors. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> d. Develop the ability to critique and debate different points of view with others. e. Improve in their communication strategies through creating concise and accurate summaries. f. Develop a better global outlook with an improved understanding of the history of Europe through trade.
Subject Synopsis/ Indicative Syllabus	<p>Origins of Hispania: European and African influences (B.C. – 14th century)</p> <p>In this module we will explore the Phoenician expansion and the conquest of the Iberian Peninsula by various civilizations and their legacy, including the Romans (a root shared with much of</p>

Europe), Visigoths (of German origin), Celts and Arabs. This period will be explored through the works of Spanish as well as other European writers such as Washington Irving's *Tales of the Alhambra* or the *Cantar del Mio Cid* (anonymous).

Creating the Kingdom of Spain: Spain rules the World (14th – 16th century).

This was a period of great wealth for Spain, when the Americas were discovered and Spain extended to a great part of Europe. This period will be explored through the works of contemporary writer Perez Reverte, and novels like the picaresque *Lazarillo de Tormes* (anonymous) and the well known works of Cervantes including *El Ingenioso Hidalgo Don Quijote de la Mancha* and Shakespeare.

The decline of a great empire: passing the baton to Great Britain (17th – 19th century)

The relationship between Spain and its colonies in the Americas was a complex one. Gold was flowing in from the New World only to be lost to the Old. This module will explore this complex web of relationships and their significance to the rest of the world, including issues like slavery and piracy. This is also a time when theatre became very popular, plays illustrated a culture obsessed with honor. This period will be illustrated with extracts from diaries of the "Conquistadors" (Europeans who went to the Americas), as well as from the works of great play writers like Lope de Vega, Tirso de Molina, Calderón de la Barca, María de Zayas, and Sor Juana Inés de la Cruz. It was also the Dutch golden age, a time when the Dutch ruled trade in the East but also when its artists and scientists were among the best in the world.

Independence for the Americas (and other colonies).

This module will be dedicated to the relationship between America and its European colonizers. We will explore key events and thinking revolutions that shaped the world to come and the independence movements and their key protagonists, including the Enlightenment, the French and Industrial Revolutions, the Romantic period and the rise of Nationalism.

The rise of nationalism and the two World Wars.

After the Absolutism period, and under the influence of the ideas of the Enlightenment and Nationalism, the notion of shared cultures gave raise to new nations, such as Germany and Italy, and unrest within many others. Imperialism developed to the detriment of Africa and this, together with a race to arm and other factors, led to the first World war. Its aftermath saw hunger and inflation, as well as many new countries, that contributed to the instability of Europe, eventually resulting in the second World War.

<p>Teaching/Learning Methodology</p>	<p>The subject will be developed with the aid of literary excerpts as well as films depicting the periods under study. Students will be encouraged to discuss particular events and investigate their consequences in European and World history.</p> <p>Students will be expected to:</p> <ul style="list-style-type: none"> • Attend class and participate in discussions. • Contribute to pair and group speaking activities. • Complete the work assigned by the lecturer. <p>Medium of instruction: English.</p>																																																																				
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="516 730 1471 1514"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>A</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>F</th> <th></th> </tr> </thead> <tbody> <tr> <td>1.Flipped classroom contribution: Class participation and quizzes/online exercises</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2.Written assignment</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3.Presentation of a case study (group work)</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4.Timeline</td> <td>10%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p>Assessment 4, Timeline, will involve the design of a chronological bullet-point narration of the life and achievements of a key character or of a series of related events.</p> <p>Students will be assessed on a continuous basis. Greater importance will be given to individual work and class participation (including online quizzes).</p> <p>The use of the quizzes is key to allow the student and the lecturer to assess progress, to clarify any grey areas, evaluate the overall running of</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							A	b	c	d	e	F		1.Flipped classroom contribution: Class participation and quizzes/online exercises	30 %	✓	✓	✓	✓	✓	✓		2.Written assignment	30 %	✓	✓	✓	✓	✓	✓		3.Presentation of a case study (group work)	30%	✓	✓	✓	✓	✓	✓		4.Timeline	10%	✓	✓		✓	✓	✓		Total	100 %							
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	the course, as well as to keep students interested and motivated.	
Student Study Effort Required	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Assignments and events attendance	42 Hrs.
	▪ Individual reading and practice	42 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	<p>Main Textbook and Reading List: Bernstein, W. (2008). <i>A splendid exchange: How trade shaped the world</i>. New York: Atlantic Monthly Press.</p> <p>Reference materials: Stevenson, J. (Ed.). (2002). <i>The history of Europe</i>. London: Octopus Publishing Group. Blainey, G. (2002). <i>A short history of the world</i>. Victoria: Penguin. Pomeranz, K., & Topik, S. (2006). <i>The world that trade created</i>. New York: M.E. Sharpe. Smith, R. (2009). <i>Premodern trade in world history</i>. New York: Routledge.</p>	

Revised by Renia Lopez, January 2022