# COURSE SPECIFICATION DOCUMENT

**Academic School / Department**: Humanities & Social Sciences

**Programme:** International History

***FHEQ* Level:** 5

**Course Title:** Visualising Enlightenment

**Course Code:** HIST 5103

**Total Hours:** 160 (Lev 3-5) (4 US Credit)
Timetabled Hours: 45
Guided Learning Hours: 15
Independent Learning Hours: 100

**Credit** 16 UK CATS credits
8 ECTS credits
4 UK credits

**Course Description:**
This course considers the European Enlightenment through the cultural, visual and material transformations of the period. It enables students to reflect on how transformations in art, design and architecture were contemporaneous with changing conceptions of the public sphere, of the global as a space, of class, gender and race. The era saw a revolution in new consumer goods, critical debates about taste, and the corrupting influence of luxury. Students will engage with key works by Diderot, Mandeville, Rousseau, Shaftesbury, Voltaire and Wollstonecraft. Further, the course addresses engagements between Europe and the wider world. The course is designed to be interactive, with class visits to London museums and galleries and relevant exhibitions. It is international in focus, whilst taking advantage of London as a location.

**Prerequisites:**
40 Credits

**Aims and Objectives:**

- To investigate the interaction between the social and intellectual contexts of the European Enlightenment in a global context, the key themes, and issues in the history of this period, and its visual and material culture
- To explore how Enlightenment art, objects and architecture can be analysed and utilised by historians and specialists in visual and material culture
- To provide a background for eventual careers in fields which require articulate, clear-thinking individuals with a grasp of international history
- To foster the acquisition, development, and consolidation of a variety of historical and transferable skills through the study of particular themes in international history
- To promote critical engagement with a wide range of primary and secondary historical sources, and the development of both a succinct writing style and the ability to present complex arguments orally

**Programme Outcomes:**
5AII; 5BI; 5CI; 5DII

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by Registry and found at:
https://www.richmond.ac.uk/programme-and-course-specifications/

**Learning Outcomes:**
By the end of this course, successful students should be able to:

- Demonstrates critical engagement with the problems of using visual and material sources constructing a cultural history of the enlightenment in regard to its processes of both continuity and change.
- Demonstrates the ability to critically reflect on the European Enlightenment, crossing multiple themes and spaces, and how it was shaped by contact with – and conceptions of – wider cultures.
- Demonstrates the ability to formulate and communicate arguments cogently.
- Engages in action-learning that utilises enlightenment visual and material sources directly as a research tool and produces innovative research outcomes.

**Indicative Content:**

- Social and intellectual contexts of the Enlightenment
- The public sphere and print culture
- The consumer revolution
- Luxury and taste
- Art, design and architecture
- Material and visual culture
- Constructions of gender
- The Grand Tour
- The Atlantic slave trade
- Cross-cultural contact
- Revolution and the end of Enlightenment

**Assessment:**
This course conforms to the University Assessment Norms approved at Academic Board and located at: https://www.richmond.ac.uk/university-policies/

**Teaching Methodology:**
This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

***Indicative Text(s):***

- Barker, E. (ed). (2017) *Art, Commerce and Colonialism 1600-1800.* Manchester: Manchester University Press.
- Fitzpatrick, M., Jones, P., Knellwolf, C., and McCalman, I. (eds). (2007) *The Enlightenment World.* Abingdon: Routledge.
- Goodman, D. & Wellman, K. (eds). (2003) *The Enlightenment.* Boston, MA: Cengage Learning.
- Kwass, M. (2022) *The Consumer Revolution, 1650-1800.* Cambridge: Cambridge University Press.
- Outram, D. (2019) *The Enlightenment,* 4th edn. Cambridge and New York: Cambridge University Press.
- Walsh, L. (2016) *A Guide to Eighteenth-Century Art.* Hoboken, NJ: Wiley-Blackwell.

See syllabus for complete reading list.

**Change Log for this CSD:**

| Nature of Change | Date Approved & Approval Body (School or AB) | Change Actioned by Registry Services |
|---|---|---|
| First edition | Nov 2024 | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |