Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course offerings and teaching methods in academic year 2020-2021

<table>
<thead>
<tr>
<th>Course</th>
<th>Language</th>
<th>Lecturers</th>
<th>Study time</th>
<th>Contact hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (semester 1)</td>
<td>Dutch</td>
<td>Gent</td>
<td>guided self-study 12.5 h</td>
<td>excursion 7.5 h</td>
</tr>
<tr>
<td>A (semester 1)</td>
<td>Dutch</td>
<td>Gent</td>
<td>lecture 5.0 h</td>
<td>self-reliant study 7.5 h</td>
</tr>
<tr>
<td>A (semester 1)</td>
<td>Dutch</td>
<td>Gent</td>
<td>activities 7.5 h</td>
<td>seminar 12.5 h</td>
</tr>
</tbody>
</table>

Lecturers in academic year 2020-2021

- Suykerbuyk, Ruben (LW03 lecturer-in-charge)

Offered in the following programmes in 2020-2021

- Master of Science in Teaching in Arts and Humanities (main subject History) 5 A
- Master of Arts in History 5 A

Teaching languages

- Dutch

Keywords

- Early modern cultural history; Memory Studies; Religion; Politics

Position of the course

In this research seminar students are familiarized with concepts and debates current in the historiography of the Early Modern Era. They are trained to independently evaluate these and to set up and carry out new research. This research seminar serves as a completion course regarding the application of historical criticism.

Contents

**Death and remembrance in the Early Modern Low Countries**

This research seminar analyses the different aspects of death and remembrance in the Low Countries throughout the early modern era. It does so by means of a broad spectrum of sources, ranging from material artefacts over wills and chronicles to reports of spectacular funeral ceremonies in the urban context. Which role did tomb monuments, rituals, and religious patronage play in shaping the memory of the deceased? How did people stage the individual past for publicly remembering the desirable and instrumentalizing it for the present and the future? How did the religious troubles of the sixteenth century affect medieval habits? Did the memory of protestant martyrs live on in cities? And what strategies did the nobility and other elites use to properly conserve the memory of their ancestors, their esteem and their realizations? And to what degree did these forms of remembrance involve processes of selection and distortion of the truth? After a series of thematic and interactive lessons, in which the breadth of the topic will be illustrated and the main historiographical contributions analysed, the students will examine one source type themselves. They will orally present the results of their research to their peers and prepare a term paper.

Initial competences

The students meet the final attainment level of the UGent bachelor in history. In particular they have a good prior knowledge of Early Modern history.

Final competences

1. To have the ability to use advanced insights into historical conceptual frameworks
(also in another language than Dutch) to analyse and evaluate new and complex ideas.
2 To have the ability to take a critical approach to the history of a particular period or subject.
3 To have the ability to originally use and deepen basic knowledge of neighbouring sciences in research and/or professional activities.
4 To have the ability to employ historical scientific methodology in research or professional activities.
5 To have general insight into the field’s literature (also in another language than Dutch), and the ability to use sources (also in another language than Dutch) in an original and creative way.
6 To be able to set up historical research.
7 To have the ability to critically analyse and make original use of current national and international scientific debates in the field of history (also in another language than Dutch).
8 To have the ability to write a relevant and coherent historical scientific research project.
9 To have the ability to independently select, correctly use and critically evaluate methods for qualitative and quantitative research.
10 To have the ability to creatively design and implement one’s own historical research.
11 To possess the techniques required to independently collect, criticise, and process historical sources and literature (also in another language than Dutch), and to integrate these in a historical argument.
12 To be able to give a nuanced interpretation and correct presentation of the results of one’s own research in the form of a report, thesis or article.
13 To systematically act with scientific integrity.
14 To have the ability to independently recognize the dynamics, processes and recurrences in complex historical situations.
15 To have the ability to critically reflect upon the limits of one’s own skills, thoughts, and actions.
16 To be able to approach a problem systematically from multiple perspectives – multiperspectivism.
17 To have the ability to write down the results of one’s own historical scientific research in a clearly structured, academically justified text, written in a clear and academically correct language.
18 To have the ability to present the results of one’s own historical research, to both experts and peers, in a clearly structured oral presentation, in a clear and academically correct language.
19 To have the ability to communicate (also in another language than Dutch), collaborate and act in an inspiring, advisory or authoritative manner, depending on the situation.
20 To have the ability to undertake independent historical research, and the ability to fit into a group conducting historical scientific research.
21 To have the ability to adjust to specialist interdisciplinary and multidisciplinary professional situations.

Conditions for credit contract
Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in ‘Starting Competences’

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Guided self-study, excursion, lecture, seminar, self-reliant study activities

Extra information on the teaching methods
Lessons are a combination of thematic discussion and research practice. In the thematic discussions we reflect on secondary literature, touching upon historiographical concepts, research methods, and primary sources. In the research practice students write a research paper in groups, engaging critically with both secondary literature and primary sources. The students present their results orally to their peers.

Learning materials and price
Reader and powerpoint presentations downloadable via Minerva. Primary sources downloadable via Minerva or to be consulted in the archives by the students.

References

Course content-related study coaching
Ufora, feedback on appointment on papers and oral presentation.

(Approved)
Evaluation methods

continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

Examination methods in case of permanent evaluation

Participation, assignment, peer assessment, report

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

Period independent:
- Participation
- Portfolio assignments
- Research paper
- Oral presentation

Calculation of the examination mark
- Participation (attendance and contribution to discussions) 10%
- Portfolio assignments 30%
- Research paper 50%
- Oral presentation 10%

NB The research paper needs to be scored at least a 10 out of 20 for the course to be passed.

Facilities for Working Students

Facilities:
1 Possible exemption from educational activities requiring student attendance
   NB: this is only possible if discussed with the lecturer prior to the start of the course.
2 Feedback can be given during an appointment during or after office hours

(Approved)