



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Culture, Authority and Crisis: England and its Neighbours, 1348- c. 1520				
Module Code	UPHPJS-30-3	Level	3	Version	4.1
Owning Faculty	ACE	Field	History		
Contributes towards	Awards up to BA History				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	not applicable	
Valid From	July 2009		Valid to		
Approval Date	QSC 16 July 2009 CAP 7 January 2014				

Part 2: Learning and Teaching	
Learning Outcomes	<p>By the end of this module, students should have, in relation to the period c. 1348-1520:</p> <ol style="list-style-type: none"> 1. A grasp of the chronology 2. An understanding of the main political, economic and social trends and issues 3. An understanding of the major cultural trends and movements; 4. The ability to identify and analyse different forms of authority and their cultural manifestations and an understanding of their interrelationships; 5. An understanding of the foundations and manifestations of cultures of subversion and contemporary critiques of political and social authority, together with an awareness of attempts to suppress or marginalise them; 6. A critical appreciation of the different scholarly approaches to the issues raised in the module; 7. A critical awareness of the problems and opportunities of multi/inter-disciplinary approaches to historical problems; 8. The ability to discuss critically concepts such as 'crisis', 'culture' and 'subversion'; 9. The ability to analyse texts critically in their appropriate context. <p>These learning outcomes are assessed in all elements</p>

	<p>10. The ability to work in groups</p> <p>11. The ability to communicate effectively using audio-visual media</p> <p>These learning outcomes are assessed in elements 2 & 3</p>						
Syllabus Outline	<p>The module explores how political and social authority was asserted and challenged in the culture of the period between the Black Death and the early sixteenth century; a period characterised by demographic crisis, political conflict and social fluidity. In doing so, it seeks to reflect a number of recent inter-disciplinary approaches to these issues.</p> <p>Authority – problematised, contested, reasserted – is the thread that links these elements, from real and theoretical challenges to royal and ecclesiastical authority, in a period when kings were dethroned and even killed with unprecedented frequency, and the church came under pressure from heresy and schism; through challenges to the authority of the landed and urban elites, in a period of unusual social fluidity, caused to some extent by demographic collapse, the disintegration of ‘feudalism’ and the rise of embryonic capitalism, to the problematic position of patriarchal authority in a period that has been called ‘a golden age for women’.</p> <p>The module adopts a multi-disciplinary approach, using literature and literary scholarship, and, to a lesser extent, evidence from the visual and performance arts, to complement a core of social and political history. Its geographical focus is on England and its dependent territories and neighbours: Wales, Ireland, Scotland, France and Burgundy.</p>						
Contact Hours	<p>Two one-hour lectures; one one-hour seminar</p> <p>Or</p> <p>Three hours of workshops</p> <p>Per week: 3 x 24 = 72</p>						
Teaching and Learning Methods	<p>The module will be taught through a combination of lectures, seminars and project workshops. The lectures provide introductions, together with overviews of the subject and associated historiography. Seminars allow for discussion of issues raised by the lectures and by reading. Workshops allow students to discuss the development of their presentations. A module website on Blackboard will support these teaching strategies. There will be considerable emphasis on the use of primary sources, both documentary and visual, with the former covering both ‘historical’ and ‘literary’ texts. All document extracts will be presented in translation where necessary, but students will be encouraged to develop a basic reading ability in Middle English.</p>						
Key Information Sets Information	<p>Hours to be allocated: 300</p> <p>Scheduled learning and teaching study hours: 72 (seminars, workshops and lectures)</p> <p>Independent Study hours: 228</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <p>Total Assessment of the Module</p> <table> <tr> <td>Written exam assessment %</td> <td>0</td> </tr> <tr> <td>Coursework assessment %</td> <td>100</td> </tr> <tr> <td>Practical exam assessment %</td> <td>0</td> </tr> </table>	Written exam assessment %	0	Coursework assessment %	100	Practical exam assessment %	0
Written exam assessment %	0						
Coursework assessment %	100						
Practical exam assessment %	0						

Reading Strategy	<p>There is a stock of medieval monographs and textbooks in the Library. The current library stock of hard-copy and e-journals (English Historical Review, Welsh History Review, Transactions of the Royal Historical Society etc) J-Stor and Project Muse provides a good supply of journal articles. There are also a number of relevant and appropriate web sites, such as Literature on Line. Lists and guidance on reading will be provided on the module website, which can be regularly updated. Copies of primary resources will be provided by the tutor, posted up on the module website.</p>
	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As indicated above, advice on readings will be available via other more frequently updated mechanisms.</p> <p>Allmand, C. (ed), <i>War, Government and Power in Late Medieval France</i> (Liverpool: Liverpool University Press, 2000). Archibald, E. & Edwards, A. S. G. (eds), <i>A Companion to Malory</i> (Cambridge: Boydell and Brewer, 2000). Baker, D N (ed), <i>Inscribing the Hundred Years' War in French and English Cultures</i> (Oxford: Oxford University Press, 2000) Cooper, J. P. D., <i>Propaganda and the Tudor State: Political Culture in the Westcountry</i> (Oxford: Clarendon Press, 2003) Fleming, P., <i>Family and Household in Medieval England</i> (Houndsmills: Macmillan/Palgrave, 2000). Fleming, P., 'Telling tales of oligarchy in the late medieval town', in M. Hicks (ed), <i>Revolution and Consumption in Late Medieval England</i> (Woodbridge: Boydell, 2001). Knight, S., <i>Robin Hood: an Anthology of Scholarship and Criticism</i> (Woodbridge: D.S. Brewer, 1999). Brewer. Nall, C., "Malory's <i>Morte Darthur</i> and the rhetoric of war", <i>Medium Aevum</i>, 79:2 (2010), pp. 207-224 In addition, the following primary source collections will be used:</p> <p>On-Line Medieval Sourcebook: www.fordham.edu/halsall/sbook.html</p> <p>http://labyrinth.georgetown.edu (texts and commentaries on a wide range of Middle English literature)</p> <p>http://www.luminarium.org/medlit/index.html an anthology of Middle English literature</p> <p>The National Archives website: http://www.nationalarchives.gov.uk/</p>
Part 3:Assessment	

Assessment Strategy	<p>First Sit Component A</p> <p>Element 1) Essay: assesses the student's ability to identify, frame and debate arguments relating to a particular part of the module (30% of component, 2,500 words). Element 2) Presentation: an individual portfolio of preparatory work (30% of component, 3,000 words equivalent, assessed individually). Element 3) Presentation: a small group audio-visual presentation to the rest of the module group (40% of component, 4,000 word equivalent, assessed as a group).</p> <p>Component B As a project module there is no Component B</p> <p>Resit: Component A</p> <p>Element 1) Essay: assesses the student's ability to identify, frame and debate arguments relating to a particular part of the module (30% of component, 2,500 words). Element 2) Presentation: an individual portfolio of preparatory work (30% of component, 3,000 words equivalent, assessed individually). Element 3) Presentation: The student is required to make an audio-visual presentation to at least two tutors. This form of assessment has been adapted from the 'sit' so that it does not require the student to engage in group work (40% of component, 4,000 words equivalent).</p> <p>Component B As a project module there is no Component B</p>		
Identify final assessment component and element	A3		
% weighting between components A and B (Standard modules only)	A:	B:	
	n/a	n/a	
First Sit			
Component A (controlled conditions) Description of each element	Element weighting (as % of component)		
Element 1) Essay (2,500 words). Element 2) Media Treatment: portfolio (3,000 words equivalent). Element 3) Media Treatment: small group presentation (4,000 word equivalent).	30	30	
		40	
Component B Description of each element	Element weighting (as % of component)		
n/a	n/a		

Resit (further attendance at taught classes is not required)* see 'Assessment Strategy' for justification of differences between 'sit' and 'resit' assessment	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Element 1) Essay (2,500 words).	30
Element 2) Media Treatment: portfolio (3,000 words equivalent).	30
Element 3) Media Treatment: individual project (4,000 word equivalent).	40
Component B Description of each element	Element weighting (as % of component)
n/a	n/a
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	