



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Politics, Culture and Society in Tudor and Stuart England, c. 1485-1689				
Module Code	UPHPK7-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	History		
Contributes towards	Awards up to BA (Hons)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	25 Jan 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will possess:</p> <ul style="list-style-type: none"> • Broad knowledge of the most salient aspects of the realms of politics, culture and society in Tudor and Stuart England and the ability to formulate reasoned and persuasive historical arguments on the basis of such knowledge (assessed by Component A and Component B, elements 1 and 2). • A sound understanding of the major issues in the historiography of Tudor and Stuart politics, culture and society including knowledge of different approaches to the study of the political, cultural and social history of the period, and an appreciation of historiographical trends over time (assessed by Component A and by Component B, elements 1 and 2). • Familiarity with selected primary sources relating to politics, culture and society in Tudor and Stuart England and the ability to analyse such sources in a detailed and critical fashion (assessed by Component B, element 2). • The ability to research a major theme of history emanating from the course thoroughly and intelligently, and the ability to digest and respond to topical questions in an informed and convincing manner (assessed by Component A and by Component B, element 1).
Syllabus Outline	The module begins with a small number of sessions providing a chronological sweep of Tudor and Stuart political, cultural and social history. This is followed by detailed study of a range of political and cultural spheres or realms in Tudor and Stuart England, including the changing nature and importance of institutions such

	<p>as the monarchy, the royal court, and parliament, and realms outside these main centres of power, such as urban and country politics. In the second half of the module a range of themes relating to varieties of political, cultural and social communication and discussion are explored, including popular protest, advice literature, political treatises, newspapers, pamphlets, and preaching. Here the focus is on how political events and political processes were experienced, assimilated and discussed at different levels of society. Throughout the course major issues such as the Reformation, the Civil Wars and the Glorious Revolution, will be examined through a wide variety of textual and visual primary sources, including representations of monarchy, acts of parliament, proclamations and government correspondence, political treatises and pamphlets. The aim of the module, in part, is to examine how political culture and discourse changed over the period and to analyse how key political events and processes were viewed by different elements of society.</p>
Contact Hours/Scheduled Hours	3 hours contact time per week composed of a one-hour lecture, a one-hour seminar and one-hour virtual synchronous activity related to the module website and combined with one-to-one and group tutorials.
Teaching and Learning Methods	Scheduled learning comprises of a combination of lectures, seminars, tutorials and virtual synchronous activity totalling 72 hours throughout the course and outlined above. Independent learning as preparation for seminars should normally consist of an average of 5 hours per week based upon essential and further reading as specified in the module handbook and the module website.
Reading Strategy*	<p>Essential Reading It is essential that students read the assigned and recommended texts and documents identified on the module website and available through the library in preparation for seminar discussions.</p> <p>Further Reading Students are expected to make full use of the Further Reading provided on the module website for their work throughout this module, and to use this literature in preparation for the submission of coursework assignments and as revision for the examination. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and internet resources. Many resources can be accessed remotely.</p> <p>Indicative Reading List 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 such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via the module website.</p>
Indicative Reading List	<p>Alford, S., 'Politics and Political History in the Tudor Century', <i>Historical Journal</i>, 42 (1999): 535-48.</p> <p>Fox, A., 'Rumour, News and Popular Political Opinion in Elizabethan and Early Stuart England', <i>Historical Journal</i>, 40 (1997): 597-620.</p> <p>Gunn, S.J., <i>Early Tudor Government</i> (Macmillan, 1995).</p> <p>Guy, J., <i>Tudor England</i> (Oxford University Press, 1988).</p> <p>Haigh, C., <i>English Reformations</i> (Oxford University Press, 1993).</p> <p>Harris, T., <i>Politics under the Later Stuarts. Party Conflict in a Divided Society 1660-1715</i> (Longman, 1993).</p> <p>Harris, T., <i>Revolution. The Great Crisis of the British Monarchy, 1685-1720</i> (Allen lane, 2006).</p>

	<p>Hughes, A., <i>The Causes of the English Civil War</i> (Macmillan, 1998).</p> <p>Kishlansky, M., <i>A Monarchy Transformed. Britain 1603-1714</i> (Penguin, 1996).</p> <p>Murphy, V., 'The literature and propaganda of Henry VIII's first divorce', in D. MacCulloch (ed.), <i>The Reign of Henry VIII. Politics, Policy and Piety</i> (St. Martin's Press, 1995): 135-58.</p> <p>Shagan, E.H., <i>Popular Politics and the English Reformation</i> (Cambridge University Press, 2002).</p>
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Part 3: Assessment

Assessment Strategy	The essay provides an opportunity for students to demonstrate their intellectual capability and also their development from writing shorter essays at levels 1 and 2. It requires sustained argument, effective planning and research, and attention to detail in terms of presentation. Students also engage at a deeper level with subject matter than at levels 1 and 2. The document analysis is a key element in distinguishing level 3 work from levels 1 and 2. The exercise is discussed, and practised in seminars, prior to the submission date in order to support students in acquiring the necessary critical and interpretive skills. The emphasis of the assessment is placed upon academic rigour and the transferable nature of many of the skills acquired is emphasised.
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Identify final assessment component and element	A1	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Exam (2 hours)	100
Component B Description of each element	Element weighting (as % of component)
1. Essay (3,000 words)	59
2. Document Exercise (2,000 words)	41

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Exam (2 hours)	100
Component B Description of each element	Element weighting (as % of component)
1. Essay (3,000 words)	59
2. Document Exercise (2,000 words)	41

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.