MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Divine Right, Regicide and Revolution: Politics in Tudor and Stuart Britain, 1509-1689					
Module Code	UPHN5V-30-2		Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15		WBL module?	No
Owning Faculty	ACE		Field	History		
Department	ACI		Module Type	Standard		
Contributes towards	BA(Hons) History BA(Hons) History with Heritage BS(Hons) English and History					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
First CAP Approval Date	February 2016		Valid from	September 2016		
Revision CAP Approval Date			Revised with effect from			

Review Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically engage with relevant and significant historiographical debates (assessed by Component A and Component B, elements 1, 2 and 3). 2. Communicate historical ideas and knowledge to an audience (B1). 3. Critically analyse selected relevant primary sources (B2). 4. Demonstrate a sophisticated level of understanding of the different realms of politics and political culture in Tudor and Stuart Britain (A, B2, B3). 5. Synthesise information from a variety of sources and structure persuasive historical arguments from these (B3). 6. Respond concisely, knowledgeably and persuasively to a line of historical enquiry (A).
Syllabus Outline	The following outline provides an indication of the type of topics likely to be covered. Current topics can be found in the module handbook. TB1: Political Histories and Stages • Introduction: What is early modern political history? • The Tudor Century: The Formation of a Dynasty • The Tudor Century: Mid-Tudor and Elizabethan Politics • The Stuart Century: Roads to Civil Wars • The Stuart Century: Republican and Restoration Politics

	• Monarchy and Government • The Royal Court • Parliament and Representation • Feud, Faction and Political Parties • Gender Politics • Urban and Country Politics TB2: Political Communication and Culture • Political Culture • Political Theory • Advice Literature or, 'how to be a good ruler' • Political Propaganda or, 'how to convince the masses' • Rebellion and Political Protest • Political Opinion and the 'Public Sphere' • Pamphlets and Pamphleteering • The Coffeehouse and Newspaper Revolutions • Conclusions and Revision
Contact Hours	Students can expect a total of 72 hours scheduled contact time for this module within the context of their other learning and teaching activities. This may include tutorials, lectures, seminars, workshops, training, or assignment supervision.
Teaching and Learning Methods	The module is taught by a combination of scheduled lectures, setting out the key issues for debate, followed by scheduled seminar discussions and workshops centred on students' historiographical understanding (based on essential and wider reading), and analysis of pre-supplied primary sources. At least one scheduled session will be set aside for assignment preparation, and a further scheduled session will be devoted to one-to-one feedback on student work. Independent and scheduled learning is fully supported by a richly populated Blackboard website, including a range of teaching materials (lecture notes and seminar discussion documents) and links to appropriate websites and databases. **Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✓

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage			25%
Coursework assessment percentage			75%
			100%

Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them and through university systems.
	Any essential reading is available via Frenchay Library and will be indicated clearly in module literature. Reading noted as 'Indicative' will only be signposted to students where it is available to all students.
	Current advice on readings will be available through frequently updated mechanisms such as the module handbook and Blackboard site.
	Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, and supplied at the beginning of the module.
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 other more frequently updated mechanisms.

D. Coast and J. Fox, 'Rumour and Politics', *History Compass*, 13 (2015), pp. 222-234.
S.K. Cohn, Jr., *Popular protest in late medieval English towns* (Cambridge University Press, 2012).
A. Hadfield, M. Dimmon, A. Shinn, *The Ashgate companion to popular culture in early modern England* (Ashgate, 2014).
M.K. Harmes, Bishops and power in early modern England (Bloomsbury, 2013).
N. Jones, 'William Cecil, Lord Burghley, and Managing with the Men-of-Business', *Parliamentary History*, 34 (2015), pp. 45-61.
D. MacCulloch, 'Parliament and the Reformation of Edward VI', Parliamentary History, 34 (2015), pp. 383-400.
A. Pettegree, *The invention of news: how the world came to know about itself* (Yale University Press, 2014).

Part 3: Assessment
Assessment Strategy	Summative assessments are designed to provide the opportunity for students to understand and reflect upon their learning, and to support the monitoring of progress by tutors and students in preparation for future assessments.

The design strategy is incremental in its expectations of students' ability to reflect upon, and demonstrate, their learning. Learning derived from scheduled classes, independent study, and each component is designed to feed forward to the next assessment point.

Component B1 is an assessed presentation allowing students the opportunity to provide a concise overview of a given topic in a digestible and translatable format. **Component B2** requires students to demonstrate the skills they have developed in working with primary sources by analysing and contextualising a primary source of their choice. **Component B3** asks students to provide a fuller historiographically-contextualised response to a question of their own conception, making use of relevant primary source materials. **Component A** comprises a short exam inviting students to demonstrate their learning under controlled conditions.

Assessment methods used are varied; are relevant in demonstrating achievement to academic and industry stakeholders; and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience they have gained through the course of study, as well as to support ongoing and continuous improvement in their personal development.

Identify final assessment component and element	Component A	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Exam (90 mins)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Assessed seminar presentation and paper (10 mins)	25
2. Primary source critical analysis (1250 words)	25
3. Essay project (2500 words)	50

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Exam (90 mins)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Assessed seminar paper (1000 words)	25
2. Primary source critical analysis (1250 words)	25
3. Essay project (2500 words)	50

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.