



Part 1: Information			
Module Title	Britain and the World: Pirates, Merchants and Colonizers, c.1497-1688		
Module Code	UPHNC6-30-2	Level	2
For implementation from	Sept. 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts Creative Industries and Education	Field	History
Department	Arts and Cultural Industries		
Contributes towards	V100 History (optional), QV31 English & History (optional)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Not offered as CPD		

Part 2: Description
<p>This module aims to introduce Britain's early interactions with the world beyond Europe, and the contexts, ideas, and events that helped to shape those interactions, principally covering the period 1497 to 1688, from John Cabot's voyage to Newfoundland to the Glorious Revolution. Through a thematic structure, it will introduce key trends in historiography and new theories relating to exploration, slavery, and colonisation. During the course you will use a variety of primary sources and case studies to engage with the period, and develop your methodological skills and knowledge. Primary sources include correspondence, official documents, maps, material objects, and the built environment. Secondary material will also be varied and interdisciplinary, drawing on literary scholarship as well as archaeology, theology, and media research. Attention will focus mostly on the years 1497 to 1688, but we will also look beyond these dates at the world in the British imagination.</p> <p>You will cover:</p> <ul style="list-style-type: none"> <li>* The world in the British imagination</li> <li>* Pirates and piracy</li> <li>* Explorers, their motivations and discoveries: Conquest, science, and natural history</li> <li>* Mercantile moments: British mercantile interests in Europe and the world, their purpose and success</li> <li>* Merchant hub, plantation or colony? The development of a formal British Empire</li> <li>* British religion abroad: The roles of missionaries, clergymen, and pilgrims in foreign lands</li> <li>* Travel and diplomacy: The English abroad</li> <li>* The world comes to Britain</li> <li>* Britain and Africans: in Slavery abroad and in Britain</li> <li>* News and storytelling about 'parts beyond seas'.</li> <li>* British women and the World</li> </ul>

**Teaching and learning methods**

The module will be delivered through a mix of contextualising lectures, and seminars with researched, selected or supplied readings of primary and secondary sources. Some seminars will be assessed. The module, including a full course outline, is fully supported by resources delivered through Blackboard.

*Scheduled learning*

Includes lectures, seminars, tutorials, practical classes and workshops; external visits. Study time for the module is composed of 72 hours of contact.

*Independent learning*

In a normal week students can expect to spend on average three hours engaged in essential reading. One hour should be spent in organising/reviewing material to enable effective seminar engagement. Three further hours should be spent in wider reading/assignment preparation. Independent learning time for the module is composed of 7 hours per week.

**Reading Strategy***Essential reading*

It is essential that students read assigned and recommended texts and primary source documents available through the Library and via Blackboard. The library holds multiple copies of certain key secondary texts and students will be given guidance on what books to buy (if they choose to). These texts will be flagged in both the module literature and introductory lecture/seminars. Important book chapters/essays will be digitised and made available via Blackboard. Much of the key reading consists of journal literature which is available in electronic form through databases such as JSTOR.

*Further reading*

Students will be supplied with detailed reading lists for each topic studied via Blackboard. In addition, students are expected to identify wider reading using the library catalogue and a variety of bibliographic and full text databases and internet resources, particularly in preparation for the submission of coursework assignments. Guidance on the use of bibliographical databases will be given in introductory seminars.

**Part 3: Assessment: Strategy and Details**

The assessment of this module will be both summative and formative.

Element A: Examination (40% of total assessment), 2 hours.

Element A (the exam) is designed to assess the ability of the students to engage with this material under timed and controlled conditions. They will be required to complete one essay question and one source-based question, and will use the skills and approaches developed throughout the year in elements B1-3.

Element B1: Essay (30%), 2500 words. The essay is supported by work in seminars and tutorials. There will be a lecture to discuss the assignment and time in seminars to examine appropriate questions and the development of ideas. Tutorial time will also be available.

Element B2: Seminar paper (20%), 20 minutes.

Element B3: Practical assessment (10%), 1000 words.

Elements B2 and B3 are designed to develop skills in critical thinking, analytical argument, and the selection and deployment of evidence in an academic context. B2 tests their ability to locate appropriate secondary material and to analyse arguments and evidence presented by historians, and does this in the form of a presentation in controlled conditions. B3 develops their document analysis and palaeographical skills, as well as their ability to tie this into methodological approaches. Both elements prepare the student for element B1, the essay. This requires a combination of the skills required in B2 and B3, and requires students to research and prepare an essay that includes their own arguments, evidence from research, and critique of the historiographical arguments of others.

Comprehensive guidance is provided to students on Blackboard which explains the nature and requirements of all elements of assessment.

The assessment strategy is designed to measure:

- critical engagement with concepts and topics relating to the history of Britain and the World, c. 1497-1688, as explored in the module (A,B1- B3)
- the ability to understand and critically assess relevant secondary literature (A, B1-B2)
- the ability to analyse primary sources (A, B1 and B3)
- the ability to present ideas clearly and concisely in both written and oral forms, observing appropriate academic standards (footnotes, bibliographies) (B1- B3)

Individual feedback is offered to all students for each assignment. Feedback will be sent first to students electronically. All students will be required to attend personal feedback tutorials which will be a timetabled part of the module's contact hours.

The resit replaces the assessed presentation with a short essay. Titles for this essay will be provided.

Identify final timetabled piece of assessment (component and element)	Component B	
% weighting between components A and B (Standard modules only)	<b>A:</b> <b>40</b>	<b>B:</b> <b>60</b>
<b>First Sit</b>		
<b>Component A</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 2 hour exam	100	
<b>Component B (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Essay / 3000 word written assignment	50	
2. Seminar paper / 20 minute presentation	33	
3. Practical assessment / 1000 word written assignment	17	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 2 hour examination	100	
<b>Component B (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Essay / 3000 word written assignment	50	
2. Short essay / 2000 word written assignment	33	
3. Practical assessment / 1000 word written assignment	17	
<b>Part 4: Learning Outcomes &amp; KIS Data</b>		
Learning Outcomes	On successful completion of this module students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate a detailed knowledge of the history of Britain and the World, c.1497-1688 (assessment component A, B1-B3)</li> <li>• Identify and critically assess key historiographical debates in the history of Britain and the World, c.1497-1688 (assessment component A, B1-B2)</li> <li>• Demonstrate critical research skills through document analysis of a wide range of primary material (including scribal and printed documents, visual evidence, material</li> </ul>	

	<p>objects, and the built environment) and palaeographical skill in relation to written primary documents (assessment components A, B1 and B3)</p> <ul style="list-style-type: none"> <li>Utilise appropriately selected evidence (from primary and secondary material) to communicate ideas and arguments relating to the issues raised in the module (assessment components A, B1, B2)</li> <li>Communicate ideas clearly and succinctly, in oral and written assessments (assessment components A, B1-3)</li> </ul> <p>- Communicate their ideas clearly and concisely, in both oral and written forms (assessment component B1-B3)</p> <p>In addition, the educational experience may explore, develop, and practice but not formally discretely assess the following:</p> <ul style="list-style-type: none"> <li>The ability to express, debate and defend ideas orally</li> <li>The ability to work collaboratively</li> </ul>																														
Key Information Sets Information (KIS)	<table border="1" data-bbox="512 707 1469 1081"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="635 1391 1350 1637"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>40%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	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	Total assessment of the module:		Written exam assessment percentage	40%	Coursework assessment percentage	60%	Practical exam assessment percentage	0%		100%
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Reading List	Link to reading list can be found here: <a href="https://uwe.rl.talis.com/modules/uphnc6-30-2.html">https://uwe.rl.talis.com/modules/uphnc6-30-2.html</a>																														

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First ASQC Approval Date	27 <sup>th</sup> June 2018			
Revision ASQC Approval Date		Version	1	<a href="#">Link to RIA 12693</a>
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