



MODULE SPECIFICATION

Part 1: Information			
Module Title	Crowds, Disorder and the Law in England, 1730-1820		
Module Code	UPHPKQ-30-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Arts Creative Industries & Education	Field	History
Department	Creative & Cultural Industries		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

Educational Aims: In addition to the learning outcomes, the educational experience may explore, develop and practice but not formally discretely assess the following:

Group class-work

Collaborative archival work at Bristol Record Office

Outline Syllabus: Students are first introduced to the institutional structure of the eighteenth century state, the workings and agencies of the criminal law, and the nature of political power. The course then considers the impact upon the stability of the Hanoverian state of an expanding public sphere, increased economic prosperity and social expectations, changing gender roles, growing demands for political reform and the rise of ideas about class and national consciousness.

Fundamentally, the course addresses itself to the historiographical tradition of 'history from below'. The interpretation of the period as an 'age of the crowd' is explored through the work of key historians, including George Rude, E P Thompson, Peter King, Adrian Randall, Nick Rogers and Douglas Hay and the rescripting of traditional 'loyalist' or 'radical' political perspectives is addressed with reference to the work of James Epstein and John Belchem on what Epstein has termed the 'constitutional idiom'. A recurrent theme therefore is the language (or idioms) of representation, particularly with regard to concepts of collective social identity, criminality/deviance and citizenship.

Specifically, the course approaches these issues empirically through the experience of riot (widely interpreted to include loyalist, infrastructural, food, trades unionist and revolutionary contexts), the 'bloody' criminal code and its modes of punishment and correction, criminal and promiscuous 'low' culture (debating the concept of the criminal 'gang', and the reporting, recording and representation of criminality in newspaper, judicial manuscript and pamphlet literature formats), the rise of the radical 'mass platform' and its insurrectionary alternatives via popular fidelity to (and attacks upon) the monarchy and the constitution. The chronology concludes with the apparent defeat of organised radicalism at Peterloo and Cato Street and its unexpected constitutional resurgence in the Queen Caroline affair.

Teaching and Learning Methods: The module will be taught through a series of workshop study sessions that will not be built around formal lectures. Each week's session will be introduced with a short talk from the course leader, setting out the key issues for debate, then students will lead a critical discussion of the week's topic, based partly on supplied and recommended secondary reading, but paying particularly close attention to a series of supplied primary texts. The course is fully supported by resources delivered through Blackboard.

Scheduled learning includes tutorials, project supervision, workshops and external visits. Study time for the module is composed of 72 hours of contact time.

Independent learning: 150 hours. Workshop preparation will consist in most weeks of an average of four hours independent study time based upon essential and indicative reading as specified in the module handbook.

Students will receive three hours contact time composed of a two hour workshop and a one hour virtual synchronous activity every week. Normal scheduled classes do not take place during assessment weeks but tutors may schedule one to one or small group sessions in addition to the contact hours indicated.

STUDENT AND ACADEMIC SERVICES

Part 3: Assessment

The module has two assessed pieces of work. These are:

An essay based upon supplied primary sources and selected secondary sources

An essay based upon primary and secondary sources for which all materials are researched and selected by the student

These assessments are strategically designed to support students as independent users of primary research material, and to develop skills in critical thinking, analytical argument, and the selection and deployment of evidence. Each component requires students to demonstrate progressive abilities in research and the interpretation of primary evidence in history. They will construct their own question and approach in each case. For the first essay the topic and its primary resources are supplied. For the second, the topic is supplied but the primary and secondary resources must be researched.

The assessment strategy is fully supported and complemented by the learning and teaching strategy and the workshop structure of the module, and designed to be of particular benefit to students studying for a dissertation.

Feedback for these assessments will be sent first to students electronically, after which all students will be required to attend personal feedback tutorials which will be a timetabled part of the module's contact hours.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		40 %	Essay - supplied primary documents
Written Assignment - Component A	✓	60 %	Essay - researched and retrieved primary documents
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		40 %	Essay, supplied documents.
Written Assignment - Component A	✓	60 %	Essay, researched documents

STUDENT AND ACADEMIC SERVICES

Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Understand the ways in which concepts of criminality, collective social protest, treason and political reform were perceived and acted upon by both plebeian and patrician interests in 18th and early nineteenth century England</td> <td>MO1</td> </tr> <tr> <td>Understand important recent and current historiographical debates in the field, over the rhetorical and practical nature of the 'bloody code' and criminal deviance, the concepts of 'moral economy' and 're-form', the strategies and significance of 'mass platform' agitation, and the 'failure' of insurrectionary and revolutionary politics</td> <td>MO2</td> </tr> <tr> <td>understand the difference between rhetorical and linguistic representations, and the idea of 'objective social reality', particularly when approaching, reading and evaluating contemporary primary sources</td> <td>MO3</td> </tr> <tr> <td>Understand concepts of individual and collective social identity in any historiographical appreciation of the subject; especially the relative importance and usefulness of such categories of historical explanation as class, gender, and place</td> <td>MO4</td> </tr> <tr> <td>Understand the methodological and analytical problems associated with writing and researching 'history from below' using primary source materials</td> <td>MO5</td> </tr> <tr> <td>Develop sophisticated analytical and critical research skills through document analyses and the regular and detailed study of primary source material</td> <td>MO6</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Understand the ways in which concepts of criminality, collective social protest, treason and political reform were perceived and acted upon by both plebeian and patrician interests in 18th and early nineteenth century England	MO1	Understand important recent and current historiographical debates in the field, over the rhetorical and practical nature of the 'bloody code' and criminal deviance, the concepts of 'moral economy' and 're-form', the strategies and significance of 'mass platform' agitation, and the 'failure' of insurrectionary and revolutionary politics	MO2	understand the difference between rhetorical and linguistic representations, and the idea of 'objective social reality', particularly when approaching, reading and evaluating contemporary primary sources	MO3	Understand concepts of individual and collective social identity in any historiographical appreciation of the subject; especially the relative importance and usefulness of such categories of historical explanation as class, gender, and place	MO4	Understand the methodological and analytical problems associated with writing and researching 'history from below' using primary source materials	MO5	Develop sophisticated analytical and critical research skills through document analyses and the regular and detailed study of primary source material	MO6		
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Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/uphpkq-30-3.html</p>																

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

English and History [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19