1. **Title of the module**

HIST6081 (HI6081) - Elizabethan Court and Realm, 1558-1603

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

60 credits (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

All single- and joint-honours History BA programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Acquired a firm grasp of the complex politics, religion and culture of the period.

8.2 Demonstrated a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.

8.3 Demonstrated their capacity to assess and critically engage with a wide range of primary sources, both visual and written. These include chronicles (such as Camden’s Annals), ambassadorial reports, conciliar memoranda, private letters, debates in the House of Commons, charges at quarter sessions and contemporary publications; groundplans of Elizabethan houses and churches; and engravings and royal portraits.

8.4 Demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources. These include Early English Books online, the Bibliography of British and Irish History, State Papers online, Calendar of State Paperts Domestic, and familiarity with recent articles and reviews of recent books in key periodicals such as The English Historical Review and Historical Journal. They will be deployed in background reading, seminar presentations and essay writing.

8.5 Acquired the ability to analyse key texts and other materials critically at a high level. The range of primary source material presents challenges: Elizabethan English sometimes needs interpreting; students will learn how to contextualise documents and visual material according to date, provenance and purpose; and they will come to understand, too, the benefits of cross-reference and checking one contemporary source against another, and both against current historiography.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.2 Enhanced communication, presentational skills and information technology skills.

9.3 Demonstrated independent learning when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form.

9.4 Analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.

9.5 Approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches.

1. **A synopsis of the curriculum**

This module aims to study the Court of Queen Elizabeth I as the fulcrum of power and politics in the realm and as a cultural centre. Students will be introduced to the historiography and current interpretations of the political and cultural history of England and Wales in the Elizabethan period. They will analyse a wide range of original primary sources on the workings of the royal household, and on the processes of policy-making by the Queen and the privy council in relation to the government of the kingdom, and be invited to examine critically the evidence for the reputation of the Elizabethan Court as the centre of patronage in the ‘English Renaissance’ of literature and drama. There will be regular opportunities to discuss research in progress on these subjects.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

D. Starkey, Elizabeth: Apprenticeship (Vintage, 2000)

W. MacCaffrey, Elizabeth I (Arnold, 1993)

M.H. Cole, The Portable Queen: Elizabeth I and the Politics of Ceremony (UMP, 1999)

S. Doran & T. Freeman eds., The Myth of Elizabeth (Palgrave, 2003)

P. Croft ed., Patronage, Culture and Power: the early Cecils 1558-1612 (Yale, 2002)

A. Gajda, The Earl of Essex and Late Elizabethan Political Culture (Oxford, 2012)

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

1. **Assessment methods**
	1. Main assessment methods

Essay 1 3000 words 8%

Essay 2 3000 words 8%

Essay 3 3000 words 8%

Gobbet Exercise 3000 words 8%

Presentation 15 minutes 8%

Examination 2 x 2 hours 60%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Gobbet | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** |  |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Although this module focuses on English history, it takes cognisance of Europe and the New World as the indispensable context in which to understand political, religious and cultural developments. The ‘lost colony’ of Roanoke features in the module and will engage with the meeting of two very different cultures.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018