1. **Title of the module**

HIST5065 (HI5065) - British History c.1480-1620

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 5 (HIST5065)

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

30 credits (15 ECTS)

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

Autumn or Spring

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

None

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

BA History and BA Military History

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

8.1 Students will acquire the knowledge and conceptual tools to understand and interpret the history of England and its changing relations with Wales, Ireland and Scotland, and engage with the complex historiography of Tudor England.

8.2 They will come to appreciate the different political structures, cultural traditions, and outlooks of the peoples of England, Wales, Scotland and Ireland and their evolving relationship.

8.3 They will become familiar with the impact of religious change, its powerful ideology and relations to political and social structures.

8.4 They will study a wide variety of primary sources, in order to deepen their understanding of the past and, in essays and in seminars, use them to question received orthodoxies.

8.5 Through this module, students will develop a range of intellectual and transferable skills, and acquire certain kinds of understanding. They will come to understand the problems that are inherent in the historical record and the limits within which interpretation is possible.

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

9.1 They will develop critical thought and independence of mind, the capacity to marshal subtle and sophisticated arguments, and the ability to challenge received conclusions.

9.2 Students will improve their essay writing and oral presentation skills. They will also learn how to make good use of the relevant library resources and, where necessary, their word processing skills.

9.3 Students will gain transferable skills in the following four areas: communication, improvement in learning, working with others and problem solving.

1. **A synopsis of the curriculum**

This module will study the political, religious and social history of England, and also English relations with Wales, Ireland and Scotland in the context of the unification of ‘Britain’. The theme of the integration of the realm will be traced from the Yorkist foundation of the councils in the North of England, and in the Marches of Wales, to the creation of ‘Great Britain’ in the reform debates, the control of the periphery by the centre and the unification of the British Isles under James VI and I. Within this framework subjects such as the royal courts of Renaissance England, the rather different impact of the Reformation in England, Wales, Scotland and Ireland, the Tudor commonwealth, plantations in Ireland and North America will be examined in the context of the emergence of the sovereignty of ‘the King in Parliament’.

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

L. Bowen, The Politics of the Principality: the Principality of Wales c.1603-1642 (2007)

B. Bradshaw and P. Roberts, British Consciousness and Identity: the Making of Britain 1533-1707 (1998)

S. Brigden, New Worlds, Lost Worlds: the Rule of the Tudors 1485-1603 (2000)

S. G. Ellis, The Making of the British Isles (2007)

S. G. Ellis, Tudor Ireland (1985)

C. Haigh, The English Reformations (1993)

F. Heal, The Reformation in Britain and Ireland (2003)

A. Ryrie, The Age of Reformation: the Tudor and Stewart Realms 1485-1603 (2009)

P. Willliams, The Later Tudors: England 1547-1603 (1995)

1. **Learning and teaching methods**

Total contact hours: 40

Private study hours: 260

Total study hours: 300

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

Essay 1 2500 words 16%

Essay 2 2500 words 16%

Presentation and participation 8%

Exam 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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Level 5 Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation and participation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **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**

This module problematizes ‘Britain’, which with twentieth century eyes we see as ‘domestic’ by breaking it up into two units which had international relations. Moreover, events in the British Isles are contextualised in wider European events notably the Reformation and relations with France.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018