1. **Title of the module**

HIST6044 (HI6044) British Politics 1625-1642

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**

History, History Joint Honours Programmes

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

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

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

8.3 Demonstrate their capacity to assess and critically engage with a wide range of primary sources, both visual and written.

8.4 Demonstrate 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.

8.5 Critically evaluate key texts and other materials critically at a high level

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

9.1 Communicate complex ideas, concepts and arguments.

9.2 Demonstrate the acquisition of an independent learning style 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

9.3 Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present 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.

9.4 Creatively approach problem solving, and form critical and evaluative judgments about the appropriateness of these approaches.

1. **A synopsis of the curriculum**

This module will analyse British government and society during the 1630s, one of the most significant decades of the 17th century, when Charles I ruled without parliament in England and pursued controversial policies in England, Scotland and Ireland. Through examining a wide variety of primary source material, students will be encouraged to draw their own conclusions about the character and success of Caroline government in the 1630s, as well as on the causes of the British Civil Wars, topics upon which rival historiographical theories continue to flourish. This is a fascinating period of intense historical enquiry which offers students the opportunity to become adept at the interpretation of primary sources, to deepen their understanding of the complexities of the period, and to improve the presentation of their ideas in both oral and written form.

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

J. Adamson, *The Noble Revolt: The Overthrow of Charles I* (Weidenfeld & Nicolson, London, 2007)

D. Cressy, *Charles I and the People of England* (OUP, Oxford, 2015)

R. Cust, *Charles I: A Political Life* (Routledge, London, 2005)

M. Lee, *The Road to Revolution: Scotland under Charles I 1625-1637* (University of Illinois Press, Champaign, 1985)

J. Merritt (ed), *The Political World of Thomas Wentworth, Earl of Strafford 1621-1641* (CUP, Cambridge, 1995)

T.W. Moody (ed), *New History of Ireland III: Early Modern Ireland 1534-1641* (OUP, Oxford, 1976)

C. Russell, *The Causes of the English Civil War* (OUP, Oxford, 1990)

K. Sharpe, *The Personal Rule of Charles I* (Yale University Press UK, London, 1992)

1. **Learning and teaching methods**

Total contact hours: 80

Total private study hours: 520

Total module 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%

Exam 1 (2 hours) – 30%

Exam 2 (2 hours) – 30%

13.2 Reassessment methods

100% Coursework (5500 words)

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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Gobbet Exercise | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examinations | **X** | **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**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25/02/19 | Major | Janaury2020 | 8,9,11,12,13,14,17 | No |
|  |  |  |  |  |